





ANNUAL CATALOG and ANNOUNCEMENT

THE  
WARD-BELMONT SCHOOL  
for Young Women

A JUNIOR COLLEGE

Accredited by the

ASSOCIATION OF COLLEGES AND SECONDARY  
SCHOOLS OF THE SOUTHERN STATES

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1931-32

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FEBRUARY, 1931

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BELMONT HEIGHTS  
NASHVILLE, TENNESSEE  
U. S. A.

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## CALENDAR 1931-32

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### OPENING AND ORGANIZATION

September 16, 1931

### THANKSGIVING DAY

November 26, 1931

### CHRISTMAS VACATION

Approximately Two Weeks

### COMMENCEMENT SUNDAY

May 29, 1932

### COMMENCEMENT DAY

May 31, 1932



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## ADMINISTRATION

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JOHN DIELL BLANTON, B.A., LL.D.  
President

JOHN WYNNE BARTON, M.A., LL.D.  
Vice-President

ANDREW BELL BENEDICT  
Vice-President and Business Manager

JOSEPH E. BURK, M.A., Ph.D.  
Dean of Faculty

AILEEN WELLS, B.A., M.A.  
Assistant to Dean of Faculty

EMMA I. SISSON  
Dean of Residence

ANNIE CLAYBROOKE ALLISON, B.A., M.A.  
Principal of High School

ALMA PAINE  
Registrar

W. V. FLOWERS  
Secretary

E. J. SNYDER  
Bursar

HENRIETTE RICHARDSON BRYAN  
Book Room and Student Bank

## LIBRARY

FRANCES E. CHURCH, B.A.  
Librarian

LOUISE SAUNDERS  
Assistant Librarian

ELIZABETH LEE HAYNES  
EMILIE TURNER  
ELIZABETH BARTHELL  
MRS. MARY R. ARMSTRONG  
ROSA NOURSE  
Library Staff

## HOME DEPARTMENT

---

EMMA I. SISSON  
Dean of Residence

MRS. J. W. CHARLTON  
MRS. SOLON E. ROSE  
Assistants

MARY NEAL  
MRS. E. O. TATE  
MRS. ALLEN G. HALL  
MRS. MARY LEE JETER  
MRS. CHARLIE D. McCOMB  
MRS. MINNIE POWELL  
Hostesses

MRS. BONA A. NICHOLS  
MRS. HAZLE PADGETT  
MISS LIDA EDDINS  
Chaperons

EMMA BOND  
Graduate Nurse

# THE WARD-BELMONT SCHOOL

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## HISTORICAL SKETCH

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Ward-Belmont School, comprising a four-year college preparatory course and junior college for young women, is the outgrowth of the union of Ward Seminary and Belmont College. Ward Seminary was founded in 1865, by Rev. William E. Ward, D.D. This Seminary was established when Dr. Ward learned that the Nashville Female Academy, founded in 1820, could not re-open after the Civil War. From the very days of its foundation it filled a distinct need not only in the local community but in the surrounding states as well. Dr. Ward states the cause of the founding of this school in the following words: "It was conceived that the want of the country was a more thorough preparation of young women for the duties of life. To this end a free, classic course was inaugurated and a full course in all other departments. It was intended that the full meaning of the word 'educate' should be striven for—the drawing out of all the powers, mental, moral and aesthetic." In 1890 Belmont College was established by Miss Ida E. Hood and Miss Susan L. Heron. The character and purpose of this school is best expressed in a statement by the founders: "The guiding thought and spirit of our work is the conscious desire to impart practical knowledge in such manner as best develops power, recognizing that far higher than this is the unconscious influence that emanates from the atmosphere and environment of a wisely directed school, and is woven into the lives of all that come within its contact. It is our purpose to furnish opportunities for a broad and scholarly education."

Dr. Ward, with his wife as an efficient co-laborer, directed the affairs of the Seminary for over twenty years. In 1892, after the death of Dr. Ward, Dr. J. D. Blanton and his wife became associated with the school and have continued with it from that date. In June, 1913, Misses Hood and Heron expressed a desire to retire, and the two schools were united on the former Belmont campus under the name, "The Ward-Belmont School." Since the consolidation it has offered a four-year college preparatory course and two years of college work. The present school counts as its loyal alumnae the graduates of both Ward Seminary and Belmont College.

## NASHVILLE AND ITS ATTRACTIONS

For over one hundred years Nashville has been well known as an educational center. Schools of every type are found here. The Vanderbilt University with its various professional schools, George Peabody College for Teachers, Scarritt College for Christian Workers, the Southern Y. M. C. A. Graduate School and Ward-Belmont are located in the same general community, and give to Nashville a distinct charm and atmosphere of culture which makes this city an ideal home for students. Such an educational center naturally attracts the best lecturers and artists. Ward-Belmont students have the advantage of attending all of the leading concerts, plays, and lectures that are available in the city, while annually a very high class artist series is presented in our school auditorium.

There are some very interesting examples of architecture in Nashville well worth a visit of the students. The State Capitol is an excellent example of classical architecture. Located at a central point in Centennial Park is a facsimile of the Parthenon, true in every detail. One of the newly erected buildings in Nashville is the imposing Tennessee War Memorial Building surrounded by a memorial park of some pretension. To the west of the school is the Belle Meade section, for many years the South's most celebrated stock farm, and now Nashville's most exclusive residential section. The Hermitage, the home and burial place of Andrew Jackson, is twelve miles to the east. Not far from the campus is the battle field of Nashville where there was erected recently a memorial commemorating a reunited country.

## CLIMATE AND HEALTH

The bracing atmosphere and temperate climate of Middle Tennessee make Nashville an ideal location for school work. Pupils from more Northern states, as well as those from farther South, find here a school unexcelled in physical advantages. The mild weather and the inviting campus encourage outdoor sports and games, which have contributed much toward maintaining the excellent health record of the school.

Ward-Belmont realizes how much the health of its students depends on physical conditions, and safeguards their health in every possible way. The buildings are sanitary; the drinking water is filtered, sterilized, cooled, and is supplied in hygienic fountains throughout the buildings; trained and experienced nurses have charge of

a well-ordered infirmary. With the regulations regarding meals, sleeping hours, and exercise, much is done to induce an excellent health record. A further precaution is the requirement that a certificate of good health be furnished by every student.

As nourishing food is the best agent for the most effective physical and mental advancement, especial care is paid to the food. The kitchen and bakery have the latest improvements in steam cooking, gas and electric appliances, and cold storage; the dining halls are commodious and attractive. The menus are supervised by a trained dietitian.

## CAMPUS

Ward-Belmont, with an elevation of one hundred feet above the city, stands in the beautiful park which was formerly the site of Belmont. Extensive additions have been made to both the grounds and the buildings. The campus of forty-five acres, a part of which is devoted to athletic fields, is sufficiently removed to give that quiet and seclusion which are conducive to studious habits; yet the railway station, the shopping districts, and the churches of all denominations in the city are easily accessible.

## BUILDINGS AND EQUIPMENT

The nucleus of the buildings is the old Acklen residence, an unusual adaptation of Italian architecture. Grouped around this interesting example of the center of an old Southern estate are the buildings which have been added at intervals by the school. These buildings are arranged in the shape of a quadrangle with one open side. On the north side of this square are located Fidelity, North Front, South Front, and Founders Halls, with the drawing rooms, the auditorium, and the dining rooms; on the east, three other residence halls—Pembroke Hall, Heron Hall, and Hail Senior Hall; on the south, the Academic Building and the Gymnasium. Other buildings on the campus include the high school building, the music practice house, the social club buildings, and the heating plant. Buildings adjacent to the campus are utilized for the intermediate school, home economics work and additional music studios. The buildings are handsome and commodious, and are models in their adaptation to school use. They are fitted with the most improved methods of sanitation, heating, lighting, ventilation, and fire escapes.

The Academic Building, in classic colonial architecture, was completed and equipped in 1914. The ground floor of this building

contains the chemistry, biology, and physiology laboratories and lecture rooms. The offices, library, and some of the class rooms occupy the main floor. On the second floor are the class rooms for literary subjects; here also is the expression studio, amply adapted for class work, and for the production of plays before a small audience. The third floor is mainly occupied by the art studio and interior decoration rooms. Most of the high school classes are held in the high school building.

A gymnasium, with every modern improvement, has been completed. In style it conforms to that of the Academic Building with which it connects. The ground floor contains bowling alleys, showers, lockers, linen, shampoo and hair drying rooms. The main floor constitutes the large gymnasium; it provides two spacious, well-lighted rooms for all forms of gymnastic exercise. The next floor contains the visitors' galleries, a studio for aesthetic dancing, and three small rooms for special classes, board meetings, and trophies. The swimming pool is in a separate building, which adjoins the gymnasium.

Separate dormitories are provided for college and high-school students, thus promoting the individual welfare of each department. These residence halls are well furnished and in their arrangements meet every demand of comfortable and refined home life. Pembroke, Hail Senior, and Heron Halls are arranged in suites of two double rooms with connecting bath, or, in some cases, of two single rooms with connecting bath. Other dormitories have either separate double rooms, with ample sanitary appointments and baths on every floor, or bath suites of two double rooms each. Each room is furnished with rugs, dresser, table, chairs, single iron beds, and, with few exceptions, separate closets. All the rooms have outside exposure, with abundant sunlight and fresh air.

Ten well-equipped club houses have been completed for the ten social clubs for resident students. Each house is prepared for meetings and informal entertaining.

### LIBRARIES

The college library and reading room are located in a bright, cheerful room on the first floor of Academic Building. The book collection of 12,000 volumes represents a reorganized, carefully selected library to meet the needs of the students. At present it is especially strong in books of the cultural subjects, such as music, art,

literature, modern languages, and history. The resources of the Carnegie Public Library and the college libraries of the city are also available to the students. The increased use and interest in the college library have been most gratifying. The seating capacity of the reading room has been increased to meet added demands.

The reference section contains standard encyclopedias, dictionaries, and tools best adapted for the research work required of junior college students. With the co-operation of faculty members, emphasis has been placed upon the recreational reading of the students. A rental collection consisting of the best in contemporary literature, drama, poetry, biography, and fiction has been provided. Attention is also directed to the classics and standard works through the open browsing shelves of fiction, and through groups of books displayed in the reading room from time to time. The library subscribes for eighty-five standard periodicals. The collection of bound magazines has been built up in numbers and usefulness during the past year. The leading newspapers of the country are also in the reading room for the use of students.

The library is endeavoring to meet the reading needs of the girl of junior college age, both in supplementary reading in connection with the course of study, and in general literature. As a means to a better understanding of books and a more intelligent use of libraries, a course in the use of books and libraries is required of all first year college girls.

A separate library of 600 volumes, with a supervised study hall, is maintained for the use of students in the high school department. Duplicate copies of periodicals are on file here. The resources of the main library are also at the disposal of the high school students.

The libraries are under the care of a trained librarian and six assistants who have had library training.

The library hours are from 8:00 to 5:00 during the day, 7:30 to 9:30 at night, and from 2:30 to 5:30 on Sunday afternoons.

### RELIGIOUS ACTIVITIES

Though no sectarianism is lived or taught, earnest effort is made to stimulate and strengthen the impulse toward Christian life and service. Regular Bible courses form part of the curriculum, and there is an active Young Women's Christian Association, in which members of the faculty co-operate with the students. The association and the school jointly employ a secretary, who directs the activi-

ties of the Y.W.C.A., so that the influences of this organization are made vital in the life of the school. Systematic Bible training and mission study, devotional exercises at chapel, and frequent visits by the pastors of the city are among the agencies by which the school life is made wholesome and inspiring. The spirit of church loyalty is fostered by requiring each student to attend, on Sunday morning, the church of her parents' choice.

### DRESS AND HOUSEHOLD ARTICLES

Extravagance and extremes in dress are firmly discouraged. The administration presents its ideas and regulations for appropriate dress for the Ward-Belmont girl in a dress circular, which will be sent on request to each mother who contemplates sending her daughter to the school.

An abundant supply of table napkins, towels, sheets, pillow cases, and bedspreads is furnished for the use of each student.

### GOVERNMENT

Discipline in Ward-Belmont is simplified by a modified form of student government, properly safeguarded by faculty co-operation and supervision. This organization consists of (1) a student council, composed of representatives chosen by the students from the college and high school classes; (2) a faculty committee composed of sponsors of halls and governmental groups; and (3) the President.

Full details of the Student Government are given in the Blue Book, which is presented each student on entering.



## EDUCATIONAL OBJECTIVES

### Education Should Train the Student to Think in Order to Emphasize Manner as Well as Matter of Thought

Ward-Belmont School is accredited by the Association of Colleges and Secondary Schools of the Southern States, both in its preparatory school division and in its junior college division. The two divisions are separate and distinct so far as content of courses, class rooms, libraries and teaching staff are concerned. The college preparatory division is under a principal while the junior college division is directed by a dean.

The chief function of a woman's junior college is to educate for (1) worthy use of leisure time; (2) health; (3) worthy home membership; (4) vocational training and guidance; (5) continuance in a senior college.

Women, especially married women, have a great deal of time which is employed in non-occupational activities, and their college education will be a supreme failure if it does not train them to devote their minds and energies to self, family and community advancement. Vocations may change so that training in one particular field will be of little value but few college trained women really have no leisure. A full life consists much more in doing a few things well and intensively than in doing many things. College should help a student to gain a true perspective of the value of activities to herself.

As much of a woman's activity after her college career is centered in her club memberships, social and civic, she needs a background of knowledge and experience that will enable her to be an efficient leader or an intelligent follower. Ward-Belmont attempts to prepare its students for a worthy use of leisure time through the cultivation of talent (in art, music, expression, linguistics, etc.), of interest in fine arts and of appreciation of civic activities. Courses in History and Appreciation of Music, History of Art, Survey of Literature, Shakespeare and Modern Drama are complemented by concerts, exhibits and lectures in these fields. Student organizations, governmental, literary, athletic and social, are encouraged and supervised to develop initiative and sense of responsibility for community and group welfare. Courses in economics and sociology and in certain phases of religion are designed to give the student a background of knowledge regarding the development and organization of social institutions.

Conservation and improvement of health includes knowledge of bodily functions (which are taught in courses in hygiene and physiology) and participation in exercise for strengthening, for correction of defects, and for carry-over activities as tennis, swimming, bowling, archery, riding, and dancing. Ward-Belmont offers unexcelled opportunities in each of these.

Preparation for worthy home membership is offered through courses in home economics and home management, but even more through group activities and the stressing of ideals of comradeship, courtesy, and consideration. Residence in dormitories, where girls live in close contact under regulations made and enforced by themselves to a great extent, teaches them many of the principles underlying satisfactory group conduct. All resident students have membership in a social club, which gives them further training in making group contacts and assists them also in acquiring and developing poise, dignity, social ease and tactfulness. Sponsors who possess the desired characteristics and who have a knowledge of the problems of young girls and an interest in their development are used for halls and for clubs even as trained teachers are employed for the class rooms.

Vocational training includes those courses which prepare a student specifically for occupations and emphasize those fields which are most frequently chosen by women—the various opportunities offered in home economics, in fine arts, in social service, in education, etc. Fields which are pre-eminently open to men are left to universities and co-educational institutions.

As seventy-five per cent of all Ward-Belmont graduates continue their education in some institution of higher learning, especial care is taken to see that those courses are available which best prepare the students for a successful continuance of their formal period of educational activity. Courses of study are selected in consultation with the Dean of Faculty, who attempts to determine the most profitable and enjoyable course for each student.

### ADVICE ON CHOICE OF SUBJECTS

It is our desire that the courses of study be clearly understood by parents and prospective pupils. Again, it is important that each pupil's course be carefully planned on the basis of work already completed, and that individual tastes and aims be taken into account. To accomplish these ends, correspondence and personal conference

with the Dean are cordially invited. A complete course of study for the ensuing year should be filed in the Dean's office by August 15, or as soon thereafter as possible. Prospective patrons are urged to co-operate with us in working out this course of study. Plans so made can be modified, if it seems desirable to a patron, on the opening days of school; but further changes during the year are usually discouraged. Continuity of effort and the greatest advancement can in this way be secured.

It is advisable that the student while in the junior college should make preparation for advanced work at the university of her choice. She should enroll in those courses which are required or advised as preliminary to higher studies. English, foreign languages, mathematics, social sciences and natural sciences are the five designated groups from which she should select the major part of her course.

#### APPLICATION FOR ENROLLMENT

Early application is advised. This application should be made on the school's blank, which calls for references, and must be accompanied by a physician's certificate as to the health of the applicant. These forms will be sent on request, and no student can be definitely enrolled until they are properly filled out, submitted to the Registrar with the enrollment fee of \$25, and formally accepted.

## FACULTY

---

JOHN DIELL BLANTON, B.A., LL.D.  
President

JOHN WYNNE BARTON, M.A., LL.D.  
Vice-President

ANDREW BELL BENEDICT  
Vice-President

JOSEPH E. BURK, M.A., Ph.D.  
Dean

AILEEN WELLS, B.A., M.A.  
Assistant to Dean

ANNIE CLAYBROOKE ALLISON, B.S., M.A.  
Principal of High School

---

ANNIE CLAYBROOKE ALLISON, B.A., M.A.  
Latin  
B.S., M.A., George Peabody College for Teachers; Graduate Work,  
University of Chicago

IRENE ALTHEIDE  
School Tutor  
B.A., University of Chicago

AGNES AMIS  
French  
B.A., Vanderbilt University; Diploma de l'Institut de Phonétique de Paris;  
M.A., George Peabody College for Teachers

CATHERINE BERRY  
Chemistry  
B.S., University of Missouri

GLADYS BROOKS  
French  
B.A., Elmira College; Special Certificate, Université de Lausanne;  
Graduate Work, University of Chicago

JOSEPH E. BURK  
Education  
B.A., Southwestern University; M.A., Southern Methodist University;  
Ph.D., New York University

THELMA CAMPBELL  
Spanish  
B.A., University of Arkansas; Graduate Student, Universidad de Mejico; Diploma  
de Suficiencia, Centro de Estudios Historicos, Madrid

JANE CARLING

Physical Education: Riding

Graduate, Ward-Belmont School; B.S., University of Wisconsin

GERTRUDE CASEBIER

History

B.A., Western Kentucky State Teachers College; Graduate Student,  
Vanderbilt University

MARTHA ANNETTE CASON

Latin

B.A., University of Chicago; M.A., Columbia University

MARY ELIZABETH CAYCE

Physical Education: Assistant in Athletics and Dancing

B.S., George Peabody College for Teachers

FRANCES E. CHURCH

Library Methods

B.A., Missouri State Teachers College; Graduate Student Illinois University,  
Columbia University

BLANCHE HENRY CLARK

History

B.A., M.A., Duke University

HELEN ELIZABETH COBB

Textiles and Clothing

B.S., University of Wisconsin; M.A., Kansas State Agricultural College

MARTHA CROCKETT DAVIS

School Tutor

B.A., Vanderbilt University; M.A., University of Pennsylvania

WILMOTH DINNING

English and Social Sciences

B.A., Randolph-Macon Woman's College

THOMAS B. DONNER

Spanish

B. A., East Texas Teachers College; M.A., Southern Methodist University

ADELAIDE MERRILL DREW

English

B.A., Mount Holyoke College; M.A., Radcliffe College

EVELYN FERRY

French

B.A., Mount Holyoke College; Graduate Work, Universite de Grenoble, France,  
one year; Smith College, one year; Middlebury School of French

LUCIE LANDRU FOUNTAIN

French

A.B., Barnard College

JESSIE LEE FRENCH

Biology

B.S., M.A., George Peabody College for Teachers

FLORENCE F. GOODRICH

Physical Education

B.S., Hillsdale College; M.S., University of Michigan; Graduate Student,  
Michigan State College for Teachers, Merrill-Palmer School

LOUISE GORDON

Art

Graduate of the New York School of Fine and Applied Arts

MARGARET FRIERSON HALL

Assistant in Gymnasium

SADIE HARMON

Latin

B.A., University of Kansas; M.A., University of Nebraska

VERA L. HAY

History

Ph.B., University of Chicago

LOUISE HERRON

English

B.S., Vanderbilt University; M.A., Columbia University

ALMA HOLLINGER

Biology

B.A., M.A., University of Michigan; Student, Michigan Biological Station and  
Marine Biological Station, Venice, California

MARGARET ROBERSON HOLLINSHEAD

German and Bible

B.S., M.A., Vanderbilt University

W. H. HOLLINSHEAD

Chemistry

Ph.G., D.Sc., Vanderbilt University

EVELYN JANTZER

Physical Education: Dancing

Graduate Savage School of Physical Education; Graduate Vestoff Serova School  
of Dancing, Artists and Teachers Courses

CAROLINE LEAVELL

History

B.S., Vanderbilt University; M.A., Columbia University

ELIZABETH LOWRY

Mathematics

B.A., Tennessee College; M.A., George Peabody College for Teachers

KATHARINE V. LYDELL

English

A.B., Wellesley College

NELLE MAJOR

Mathematics

B.S., George Peabody College for Teachers

FRANCES STOKES McCALL

Latin

B.S., George Peabody College for Teachers

MARY M. McETRICK

Physical Education: Swimming

Graduate, Bouve School of Physical Education

NELLIE PYLE MISER

Mathematics

B.A., Huron College; Graduate Student, University of Chicago

CATHERINE E. MORRISON

Director School of Physical Education

Diploma from Possee Gymnasium, Boston; Special Student, Chaliff School,  
New York, and Columbia University

MARY RACHEL NORRIS

Psychology

B.A., M.A., Bryn Mawr College

MARTHA K. ORDWAY

English

Ph.B., University of Chicago; M.A., George Peabody College for Teachers

ANNA PUGH

English

B.A., University of Arkansas; M.A., University of Chicago; Graduate Student,  
Columbia University

ELLENE RANSOM

English

B.A., M.A., Vanderbilt University; Graduate Student, Columbia University  
and Yale University

LINDA RHEA

English

B.S., Vanderbilt University; M.A., Columbia University;  
M.A., Vanderbilt University

OLIVE CARTER ROSS

English and Art History

B.A., University of Nashville; Graduate Student, Vanderbilt University;  
M.A., Columbia University

BERTHA M. RUEF

French

A.B., M.A., Vassar College; Diplome de professeur de francais,  
Universite de Toulouse

OSCIE A. SANDERS

Religion

B.A., Rice Institute; M.A., University of Chicago

THEODORA COOLEY SCRUGGS

English

B.A., Wellesley College; M.A., Vanderbilt University

MARY WYNNE SHACKELFORD

Director School of Art

Graduate, Art Academy of Cincinnati; Graduate, Pratt Institute, Department of  
Fine and Applied Arts; Special Student, New York School of Fine  
and Applied Arts in New York and in Paris

ROBBIE ALLISON SHACKLEFORD

Mathematics

B.A., Vanderbilt University

VIRGINIA SMALL

Biology and Physiology

B.A., Butler University; M.A., University of Wisconsin

SUSAN S. SOUBY

English

B.S., M.A., George Peabody College for Teachers

ELISABETH SUTHERLAND

Foods and Nutrition

B.S., M.S., University of Wisconsin

FRANCES G. SWENSON

Assistant in Home Economics

B.S., Iowa State College

MATTYE SMALLING THOMPSON

Secretarial Course

B.S., M.A., George Peabody College for Teachers; Special Commercial  
Student at Simmons College

PAULINE SHERWOOD TOWNSEND

Director School of Expression

Graduate, New England Conservatory; Postgraduate, Boston School of  
Expression; Special Courses in New York, Chicago and Boston

RUBY VAN HOOSER

Religion

B.A., Athens College; Graduate, Scarritt College for Christian Workers; Graduate  
Student, University of Chicago; M.A., Columbia University



ELLEN WALLACE

Economics and Sociology

B.S., George Peabody College for Teachers; M.A., University of Chicago

CATHARINE A. WINNIA

Expression

Graduate, Vanderbilt School of Expression; Special Academic Student, Vanderbilt University and George Peabody College for Teachers;  
Student, Pauline Sherwood Townsend

---

VIRGINIA BILLINGS

Student Assistant in Art Department

MIRIAM HIPPLE

Student Assistant in Chemistry Laboratory

Graduate, Ward-Belmont School; Student, Vanderbilt University

ADDIE HAYS KERRIGAN

Assistant in Secretarial Department

Graduate, Ward-Belmont Secretarial Course

GRACE NEISLER

Assistant in Physical Education Department

Graduate, Ward-Belmont Physical Education Department; Student,  
George Peabody College for Teachers

## SCHOOL OF LIBERAL ARTS

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### THE JUNIOR COLLEGE

**ADMISSION AND CLASSIFICATION.**—Admission is based on the presentation of 15 acceptable units from an accredited four-year high school. For those who apply for the Junior College General Diploma the following units are prescribed: English, 3; Algebra, 1; Plane Geometry, 1; one foreign language, 2. The remaining 8 units may include any unit offered by an accredited four-year high school and meeting the general requirements as defined by the Southern, the North Central, or other standardizing agency of colleges and secondary schools. However, in no case will more than 4 units in vocational subjects or fewer than 2 units in a foreign language be included in the units accepted.

Applicants whose high school credits do not meet the requirements may make up the deficiency by carrying work in the high school department or by counting back college work at the ratio of 4 semester hours\* for 1 high school unit.

The work completed by the beginning of the school year determines the class to which a student belongs. A high school graduate meeting the entrance requirements is classified as a college freshman. Students who present at least twenty semester hours at the beginning of the year are classified as sophomores.

**ADVANCED STANDING.**—To receive credit for advanced standing, the student must present to the Dean of Faculty proper credentials from an approved institution of junior or senior college grade. The college credit given will be determined by the Dean and will in no case exceed thirty-two semester hours, including physical education.

Transferred credit for courses specifically required for graduation from Ward-Belmont will not be allowed unless the transferred work is the equivalent of the work required here, or unless subsequent courses in the subject are satisfactorily completed here during the

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\*NOTE—A semester hour represents one hour of lecture or recitation a week for one semester. Two or more hours of laboratory work (depending upon the nature of the laboratory work) correspond to one hour of lecture or recitation.

succeeding year. The equivalent of an average of "C" is required on all transferred work.

College credit will not be allowed for a high school course in excess of those units required for college entrance.

**RESIDENCE REQUIREMENTS.**—An applicant for a certificate or diploma offered by the school must complete at least one full year's work in Ward-Belmont.

**SCHEDULE REQUIREMENTS.**—English 1, 2 (6 hours), Library Methods (1 hour), and Physical Education 1, 2 (2 hours) are required of all resident students. These subjects must be included in the schedule of the freshman year unless the student presents college credit in these subjects from other institutions. A second course in Physical Education (21, 22 and 15, 16) is required of sophomores. In case students transferring from another institution present work in hygiene of college grade, they will be permitted to substitute an elective hour of physical education each week.

Students may carry a minimum load of twelve semester hours plus physical education each semester. The maximum load permitted is eighteen semester hours with physical education in addition.

**CERTIFICATES AND DIPLOMAS.**—Certificates and Diplomas are awarded in the following curricula:

Academic (see page 27 for requirements).

General Diploma.

Art (see page 29 for requirements).

Art Certificate.

Art Diploma.

Expression (see page 36 for requirements).

Expression Certificate.

Expression Diploma.

Home Economics (see page 41 for requirements).

Home Economics Diploma.

Diploma in Foods and Nutrition.

Diploma in Textiles and Clothing.

Music.

Certificate in Methods of Teaching Applied Music (see page 74 for requirements).

Certificate in Piano (see page 71 for requirements).

Certificate in Pipe Organ (see page 72 for requirements).

Certificate in Violin (see page 73 for requirements).

Certificate in Voice (see page 73 for requirements).

Diploma in Piano (see page 75 for requirements).

Diploma in Pipe Organ (see page 75 for requirements).

Diploma in Public School Music (see page 76 for requirements).

Diploma in Violin (see page 76 for requirements).

Diploma in Voice (see page 77 for requirements).

Physical Education (see pages 46-48 for requirements).

Certificate of Proficiency in Dancing.

Riding Certificate.

Dancing Diploma.

Physical Education Diploma.

Secretarial Subjects (see page 53 for requirements).

Secretarial Certificate.

ORIENTATION.—Lectures will be given at intervals throughout the year to assist students in making the transition from high school to college more easily and to aid them in adjusting themselves to college life more efficiently. Methods of study, proper distribution of time, social and curricular adjustments, vocational opportunities and other questions of interest in personal adjustment problems will be considered in these lectures. Opportunities for conferences on these subjects are offered all students.

GRADES AND REPORTS.—The following grading system is used: A, excellent; B, good; C, fair; D, passing; E, condition; F, failure; I, work incomplete or absent from examination. Semester examinations are given in every course in accordance with the schedule issued. Either an E or an I in a semester grade which is not removed during the succeeding semester becomes a failure and can be removed only by repetition in class.

Preliminary reports showing progress and standing of students are sent parents at the middle of each semester. Official reports are sent at the end of the semester.

REQUIREMENTS FOR JUNIOR COLLEGE GENERAL DIPLOMA.  
 —A total of sixty semester quantity and sixty quality hours\* of college work, including English 1, 2, English 21, 22, Library Methods, one or two year courses in a foreign language, six semester hours in history or eight semester hours in science, together with Physical Education 1, 2, 15, 16 and 21, 22, must be presented by applicants for the Junior College General Diploma. Eighteen semester hours from the special departments of art, expression, home economics, music and secretarial subjects, and from elective courses of the physical education department, may be credited toward this Diploma.

Students presenting only two units of foreign language from high school are required to take two year courses, one of which must be advanced work, in college. Students presenting three or more units in foreign language are required to take one year of advanced work in a foreign language in college.

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\*NOTE—Quality hours may be earned in the following manner: A six semester hour course completed with a grade of A is equivalent to eighteen quality hours; with a grade of B, to twelve quality hours; and with a grade of C, to six quality hours. Lower grades yield no quality credits.

## DESCRIPTION OF COURSES

Courses numbered 1 to 9 are open to freshman college students. Courses numbered 10 to 19 are open to freshman and sophomore college students. Courses numbered above 20 are open to sophomore college students only.

If credit is allowed only upon the completion of the year's work the course numbers are separated by a comma. If credit is allowed for either semester of a year's work the course numbers are separated by a semicolon.

The school reserves the right to withdraw any class for which there are not as many as six applicants.

## ART

MISS SHACKELFORD, Director

MISS GORDON

MISS BILLINGS

Courses in General Art, Interior Decoration, Costume Design and Commercial Advertising are planned for students who wish to make practical application of art and design in the commercial world.

The work of the school as outlined seeks to develop the creative ability of the student, to advance her skill in drawing and to give her a knowledge of the fundamental principles of art. It is so arranged that the student secures the greatest possible return for the time spent in study.

Satisfactory completion of an outlined course will furnish the basis of success in a chosen branch of art, or will prepare the student to take the examination required for admission and classification in advanced courses by the leading art schools.

The work in all courses is the same in the freshman year but it may be adjusted so that each student may place emphasis upon the fundamental principles of the course which she plans to elect the second year. Students who feel that their previous training should entitle them to admission to the advanced courses will be allowed to stand an examination and will be classified on the basis of their achievement on the test. The advanced courses of study include General Art, one year; Costume Design and Commercial Illustration, one year; Interior Decoration, one year. Arrangements for more advanced work may be made with the Director of the School of Art.

Both certificates and diplomas are awarded by this School. Ap-

plicants for either of these awards who have had no previous acceptable training in art may be required to take a double course in the studio during the first year in order to meet the requirements of proficiency for admission to the second-year classes. Hour credit will be granted for this additional work.

For a certificate in Art thirty-two semester hours, including the subjects listed below, are required.

Art 11, 12 (including Art History 1, 2)	8 hours
Art 13, 14 or 15, 16 or 17, 18	6 hours
English 1, 2	6 hours
Library Methods	1 hour
Electives	9 hours
Physical Education 1, 2	2 hours

For a diploma in Art sixty-four semester hours, including the subjects listed below, are required.

#### First Year

Art 11, 12 (including Art History 1, 2)	8 hours
English 1, 2	6 hours
Library Methods	1 hour
Any modern language, course numbers 11, 12 or 13, 14	8 or 6 hours
Electives	6 to 8 hours
Physical Education 1, 2	2 hours

#### Second Year

Art 13, 14 or 15, 16 or 17, 18	6 hours
English 21, 22 or 23; 24 or 25, 26	6 hours
Continuation of modern language, course numbers 13, 14 or 21, 22	6 hours
Psychology or Education	6 hours
Electives to be approved by the head of the department	6 hours
Physical Education 5, 6	1 hour
Physical Education 11, 12	1 hour

NOTE—Academic subjects required for these certificates and diplomas are not included in the extra charge for the work of the School of Art.

**1; 2. Arts and Crafts.** This course is offered for students who are interested in construction and applied design. Problems in basketry, metal work (copper and brass), tooled and cut leather work, woodblock printing, simple weaving, cardboard construction (including elementary bookbinding and lamp shade making), and tie dyeing and batik. The work of this course will be especially valuable for camp counsellors and for teachers of elementary grades.

Four hours a week.

First semester, second semester.

Credit, two semester hours.

**3, 4. Principles of Design.** This course includes ways of arranging and combining line, light-and-dark, and color to produce a fine quality; spacing; proportion;

subordination; rhythm. Original designs are made for application of principles. A study is made of the best historic examples.

Lecture and studio work, three hours a week.

First semester, second semester.

Credit, four semester hours.

**6. Design and Pageantry.** A study of historic costume and pageantry, scenic design, color and light, as applied to theatrical production.

This course is required for those taking diploma work in Dancing.

Prerequisite: Art 3.

One lecture, two laboratory periods each week.

Second semester.

Credit, two semester hours.

**11, 12. Introduction to Art.** A survey of the fields of design and representation presented in lectures, collateral readings and discussions. Practice work is done with pencil, pen, ink and water colors. Lectures are given in the development of the arts; home furnishing and costume design are given consideration in the second semester. This course covers the work of the freshman year and is required of all entering Art students.

Two lectures (Art History I, 2), six studio hours a week.

First semester, second semester.

Credit, eight semester hours.

**NOTE**—Students who plan to take advanced work in Art and whose previous training has not prepared them to complete the preliminary work of this course as outlined should plan to spend an additional six hours a week in the studio. Two hours a semester will be granted for this work.

**13, 14. General Course.** During the first semester of the year this course includes cast and portrait drawing in charcoal; freehand perspective and sketching in pencil; water color.

In the second semester the course covers life drawing; painting in water color; pictorial composition.

Prerequisite, Art 11, 12 and permission of Director.

Ten hours a week.

First semester, second semester.

Credit, six semester hours.

**15, 16. Costume Design and Commercial Illustration.** During the first semester this course includes freehand drawing; design and lettering; costume and commercial illustration.

In the second semester the following are given: Freehand perspective and sketching; pictorial composition, including dynamic symmetry; water color.

Prerequisite, Art 11, 12 and permission of Director.

Ten hours a week.

First semester, second semester.

Credit, six semester hours.

**17, 18. Interior Decoration.** During the first semester this course includes architectural details—moldings, cornices, trim; window construction—double-hung, French and casement; furniture construction; reduction of chintz patterns to scale; study of curtains—making and hanging; elevations in water color of bed-room; history of period furniture.

For the second semester the course covers study of paneling—fireplaces;



arrangement of furniture; elevations in water color of breakfast room—living room; history of furniture, continued.

Prerequisite, Art 11, 12 and permission of Director.

Ten hours a week.

First semester, second semester.

Credit, six semester hours.

## ART HISTORY

MISS ROSS

**1 Art History to the Renaissance.** General survey course in architecture, sculpture and painting in western Europe from the beginning to the Italian Renaissance. Especial attention is given to the Greek and Gothic periods.

Two hours a week.

First semester.

Credit, two semester hours.

**2. Art History from Renaissance to the Present.** General survey course in architecture, sculpture and painting in western Europe from the beginning of the Italian Renaissance to the present.

Two hours a week.

Second semester.

Credit, two semester hours.

**11. A General Survey Course in Painting.** The Renaissance period in early and later Italian, early Flemish and early German, with special reference to historic backgrounds and national characteristics. Lectures, colored illustrations, library work, reports.

Three hours a week.

First semester.

Credit, three semester hours.

**12. A General Survey Course in Painting.** This course covers painting in Flanders, Holland, Spain, France and England from the Great Creative period of the 17th Century to the present. Special attention to national characteristics, the various schools of painting and the modern movements. Colored illustrations, library work, lectures and written reports.

Three hours a week.

Second semester.

Credit, three semester hours.

**22. American Art.** A survey course in the painting and sculpture with lectures on the types of architecture in America from colonial times to the present.

This course should be taken in connection with English 26.

Three hours a week.

Second semester.

Credit, three semester hours.

## BIOLOGICAL SCIENCES

MISS HOLLINGER

MISS SMALL

**11, 12. General Biology.** This course is an introduction to the fundamentals of living protoplasm, a study of cell structure and physiology of plant and animal life. A brief survey is made of the plant divisions from the unicellular forms to flowering plants. A similar survey is made of the animal kingdom. Types are

selected from each animal group for comparative study. Consideration is given to the practical relation of biological conditions to human life.

Lecture, three hours; laboratory, four hours.

First semester, second semester.

Credit, eight semester hours.

**14. Ornithology.** This is a course in the biology of the bird, its structure and habits; the identification of species and their value in controlling the enemies of our vegetation.

No prerequisites.

Lecture, one hour; field trips, three hours.

Second semester.

Credit, two semester hours.

**21. Invertebrate Zoology.** A comparative study of the invertebrate groups of animals, their structure, classification, ecology and economic value.

Lecture, two hours; laboratory, six hours.

First semester.

Credit, four semester hours.

**22. Vertebrate Zoology.** This includes the comparative morphology of the backbone animals and their special adaptations.

Lecture, two hours; laboratory, six hours.

Second semester.

Credit, four semester hours.

## CHEMISTRY

DR. HOLLINSHEAD

MISS BERRY

MISS HIPPLE

**11, 12. General Chemistry.** In this course it is intended to give the student careful instruction in the important principles of Chemistry. All of the non-metallic and the most important of the metallic elements are studied. The intention is to train the student in accurate scientific thinking; to arouse in her an appreciation of the laws of nature; and to set forth some of the practical applications of the science of Chemistry to the many problems of life.

Lectures, three hours; laboratory, four hours.

First semester, second semester.

Credit, eight semester hours.

**21, 22. Qualitative and Quantitative Analysis.** This course is planned to give the student both a theoretical and a practical working knowledge of the methods of identifying the common elements and acid radicals.

Prerequisite: Chemistry 11, 12 or its equivalent.

Lecture and laboratory, eight hours a week.

First semester, second semester.

Credit, eight semester hours.

**23, 24. Organic Chemistry.** This course is intended primarily for students of Home Economics. Typical compounds of the aliphatic and of the aromatic series are studied. Stress is placed upon those substances useful as foods.

Prerequisite: Chemistry 11, 12.

Lecture, one hour; laboratory, two hours.

First semester, second semester.

Credit, four semester hours.

## ECONOMICS

MISS WALLACE

**1. Economic History and Geography of the United States.** The course is designed to give the student a knowledge of the geographic conditions underlying the economic development of the United States and to enable the student to interpret present national conditions in the light of the economic development of the country.

Topics: Topography, climate and resources of the United States; conditions in Europe leading to the discovery of America; colonial occupations; development of agriculture, manufacturing, mining, transportation and commerce; national resources, their use and conservation; growth of population, and some of the social problems which have arisen.

Three hours a week.

First semester.

Credit, three semester hours.

**2. Problems of Citizenship.** This course constitutes an introduction to the problems of modern economic and political life. It is intended to fit the student to take a more intelligent interest in the problems of the modern world and to enable her to enter upon the study of the more technical subjects in the social sciences.

Topics: Wealth; income; labor problems; economic standards; conditions and problems of urban life; conditions and problems of rural life; business organization; problems of the business world.

Three hours a week.

Second semester.

Credit, three semester hours.

**21, 22. Principles of Economics.** This course deals with the laws or principles affecting the production, distribution, and consumption of wealth, or the material means of satisfying human desires.

Topics: Economic organization; the basis of the science of economics; industrial evolution; production; the laws of price; demand and supply; money, banking and exchange.

During the second semester the problems of the business organization are considered.

Topics: Transportation; government regulation of transportation; monopolies; insurance and speculation; the distribution of wealth and income; rent; wages; interest; profits; the economics of government taxation; the problems of labor; reforms of the economic system.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## EDUCATION

DR. BURK

**11. Introduction to Education.** A brief historical approach to our present system of public education includes a comparison with English, French, and Ger-

men systems; the organization and administration of education in the United States; the cost and support of education in the United States.

Three hours a week.

First semester.

Credit, three semester hours.

**12. Survey of Contemporary American Education.** The topics studied include elementary, secondary, vocational, and teacher-training education; the scientific movement; teaching procedures; opportunities and problems. Field trips are made for observational purposes.

Three hours a week.

Second semester.

Credit, three semester hours.

## ENGLISH

MISS RANSOM, Chairman, Composition Teachers

MISS SCRUGGS, Chairman, Survey of Literature Teachers

MISS DREW

MISS LYDELL

MISS RHEA

MISS HERRON

MISS PUGH

MISS ROSS

**1, 2.** This course is required of all students in the first year college or candidates for any certificate or diploma.

**Composition:** This introductory course in the art of writing reviews the structural principles of composition, emphasizing expository writing and the technique of the essay. The second half of the course consists of a survey of the elements of argument, description, and simple narration, with emphasis upon more imaginative writing than that of the first half. Throughout the course there will be parallel study of literary selections illustrative of the separate types of composition. Frequent themes or their equivalent, with individual conferences, are supplementary to the work of the class room.

A special class in the fundamentals of English composition will be provided for students whose written work during the first weeks of the year shows marked deficiency in spelling, grammar, punctuation, sentence structure, and paragraph organization. The purpose of this class will be to prepare the student for regular work in the accredited course by the beginning of the second semester.

If a student who has already received credit for required composition is reported deficient or careless in the writing of English, it will be necessary for her to take additional work in the course.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**3; 4. Types of Literature.** This course is recommended for those students who desire an initiatory course in literature preparatory to later specialization or who wish to gain a better appreciation of those types of literature which are of most importance in modern writing. The development of each type will be sketched and modern selections will be compared with earlier works. Emphasis will be placed on the novel, on narrative and lyric poetry, on the drama, and on biography with some attention to other prose works and to literary criticism.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**21, 22. Survey of English Literature.** This course is required for graduation. The first part consists of the survey from Beowulf to the Restoration Period; the second part from the Restoration through the Victorian Period.

Prerequisite: English I, 2.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**23; 24. Shakespeare.** A careful study of a number of Shakespeare's plays with a more rapid reading of others is made. These are compared with various plays, Elizabethan and others. Particular attention is given to background and influence of predecessors and contemporaries. The first semester work consists of the comedies and histories; the second of tragedies with a few eighteenth century and modern plays in comparison.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**25. Early American Literature.** A study is made of the leading American writers in prose and poetry up to 1870 with especial emphasis on the historical background and the development of American ideals.

Two hours a week.

First semester.

Credit, two semester hours.

**25-B.** Course as above with more intensive study of the writings of various authors.

Three hours a week.

First semester.

Credit, three semester hours.

**26. Modern and Contemporary American Literature.** The modern movement is considered in poetry, essay and biography on American subjects, from 1870 to the present.

Two hours a week.

Second semester.

Credit, two semester hours.

**26-B.** As above but with more intensive study and reports on various authors.

Three hours a week.

Second semester.

Credit, three semester hours.

**27; 28. Advanced Composition.** This introduction to journalism includes a critical study of the leading forms of literary composition with intensive practice in writing and numerous conferences. The work consists of essay, critical review, editorial, news story, short story, metrical forms and other imaginative writings.

Prerequisite: English I, 2.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**29; 30. English Poetry of the Nineteenth Century.** A study of the great English poets from Wordsworth to Masfield. During the first semester special study is given to Wordsworth, Coleridge, Shelley and Keats, with parallel readings in the Minor poets of the Romantic Period. In the second semester special study is given to Browning, Tennyson, Arnold and the leading poets since 1900, with

parallel readings from selected essays from the Victorian prose masters—Ruskin, Carlyle and Newman.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## EXPRESSION

MISS TOWNSEND, Director

MISS WINNIA

The aim of this school is to arouse an interest in the dignity and purity of speech and to establish right vocal interpretation of literature. This must be accomplished through scientific training of mind, voice and body which stimulates self-confidence, leadership and creative power. Emphasis is placed upon the study of the voice, its causes and condition. Every effort is made to eradicate all local dialects and speech defects.

A certificate in Expression is awarded to those students who complete satisfactorily thirty-two semester hours of college work, including:

Expression 11, 12	6 hours
English 1, 2	6 hours
English (elective courses)	6 hours
Library Methods	1 hour
Electives	11 hours
Physical Education	2 hours

A diploma in Expression is awarded to those students who complete satisfactorily sixty-four semester hours of college work including:

Expression 21, 22	6 hours
English 1, 2	6 hours
English (elective courses)	12 hours
Library Methods	1 hour
Electives	35 hours
Physical Education (including Physical Education 15, 16)	4 hours

NOTE—Academic subjects required for this certificate and diploma are not included in the extra charge for the work of this department.

**1, 2. Fundamentals of Vocal Expression.** The purpose of this course is to establish the elements of logical and creative thinking, through technical training of voice and body in harmonic gymnastics, right habits in voice production, and the vocabulary of delivery. Daily exercises in phonetics and diction. Application of principles by use of public speaking, various forms of literature, pageantry, modern one-act plays, criticisms, and methods of teaching.

Three hours recitation, two hours supervised practice a week.

First semester, second semester.

Credit, six semester hours.

**11, 12. Literary and Dramatic Interpretation.** Stress is laid upon progressive methods and systematic training by the organization of knowledge of right conditions, and by personal proficiency in the inductive pantomime and advanced voice quality programs. The object is to secure the artistic and scientific aspects of the use of the voice and body.

(a) Interpretive. The ability is developed by readings, original arrangement of stories, argumentation and debate, production of plays, and the introduction of pantomime.

(b) Investigation in corrective speech methods (clinic).

(c) Stagecraft taught through the study of miniature models showing the historical development of the stage, costumes, lighting, and settings for plays.

Prerequisites: Expression 1, 2 or its equivalent.

Three hours recitation with required and supervised practice.

First semester, second semester.

Credit, six semester hours.

**21, 22. Theory and Methods.** Educational: emission of voice, training in pharyngeal and respiratory co-ordination, tone production (psychic and technical), principles of teaching and normal work (opportunity to observe and assist in model classes), research in speech form and pantomime.

Artistic: fundamental principles of creative thinking applied to platform art, dramatic monologue (Browning), scenes from Shakespeare, and acting and producing living drama.

Prerequisites: Expression 1, 2 and 11, 12; English 1, 2.

Three hours a week recitation with required and supervised practice.

First semester, second semester.

Credit, six semester hours.

## FRENCH

MISS BROOKS

MISS FERRY

MISS RUEF

**11, 12. Beginners' Course.** Grammar, pronunciation, dictation, conversation, written and oral exercises and reading based on Dubrulle: "Premier Livre de Français."

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

**11, 12-B. Special Beginners' Course.** This course is offered to those who wish to acquire a high degree of excellence in pronunciation and in spoken French as well as in writing and reading the language. This course is especially planned for students who intend to travel and study abroad. It includes four hours of class work and a minimum of three hours of supervised practice a week. In addition two hours of individual outside assignments will be required. All students in this course will be expected to have nine weeks at the French tables.

Four hours (class work) a week; three hours (practice work) a week.

First semester, second semester.

Credit, eight semester hours.

**13, 14. Intermediate Course.** Grammar review with conversation and composition based on Pargment: "Exercices Français: Cours Préparatoire." Reading from such texts as de Sauze:

"Contes Gais," Jeanne Schultz: "La Neuvaïne de Colette" and de Caillavet et de Flers: "Primerose."

Prerequisite: two years high school French or French 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

NOTE—If a student who enters this course shows herself deficient in preparation it will be necessary for her to enter a special section meeting four periods a week so that she may receive more personal attention. This section will review the fundamentals of grammar, dictation, and pronunciation more intensively but will cover the same ground as the regular French 13, 14 classes and will receive the same credit.

**13, 14-B. Special Intermediate Course.** Full requirements for French 13, 14 will be met and in addition supervised practice in advanced work in pronunciation, diction and spoken French will be required.

Prerequisite: French 11, 12-B, or its equivalent.

Three hours (class work) a week; three hours (practice work) a week.

First semester, second semester.

Credit, six semester hours.

**15, 16. Conversation.** Sufficient reading of good literature to serve as a basis of progress in conversation. Reports on French magazine and newspaper articles.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

**17, 18. Advanced Grammar.** The course is designed to complete and fix in the mind of the student the fundamentals of the grammar and to increase her facility of expression in the foreign language. It is essential for all those wishing to major in French and is advisable for all taking the literature course.

Prerequisite: French 13, 14 or its equivalent.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

**21, 22. General survey of the history of French literature.** Reading of authors representative of each period: recitations, discussions and themes on classroom work and outside reading.

Prerequisite: French 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**23, 24. Nineteenth and twentieth century French literature.** Extensive outside reading; oral and written reports.

Prerequisite: French 21; 22 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## GERMAN

MRS. HOLLINSHEAD

**11, 12. Beginners' Course.** Grammar, pronunciation, conversation, memory work, dictation, oral and written exercises based on texts read; at least two hundred and fifty pages from such texts as Storm, Immensee; Bonsel, Die Biene Maja; Schiller, Der Neffe als Onkel; Gerstaecker, Garmelshausen; easy plays by Benedix, Wilhelm and Fulda.

Four hours a week.

First semester, second semester.

Credit, eight semester hours.



**13, 14. Intermediate Course.** Grammar, composition, sight and parallel reading, themes, written and oral exercises based on the texts read, reading of about five hundred pages from such texts as Goethe, Goetz von Berlichingen; Buchheim, Balladen und Romanzen; Lessing, Minna von Barnhelm; Baumbach, Der Schweiger-ohn; Freytag, Die Verlorene Handschrift.

Prerequisite: two years high school German or German 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## HISTORY

MISS CLARK

MISS LEAVELL

**4. State and Local Government.** This course gives a general survey of state, county, and city governments in the United States. The first half of the course deals with the process of admitting states to the union; the development and functioning of the state executive, legislative and judicial bodies; and present-day problems and activities of the state governments. The latter part of the course deals with the various types of local governments. The purpose of the course is to give the student a practical knowledge of the governments under which she lives.

Three hours a week.

Second semester.

Credit, three semester hours.

**11, 12. Modern European History.** The first part of the course covers the period from 1500 to 1814. Evolution of European civilization, as accomplished by the cultural, religious, commercial and political revolutions. International relations as influenced by dynastic rivalries and revolutionary movements of the period.

The second part covers the period from 1814 to the present. Emphasis on the industrial revolution as a factor in the social, economic and political development of Europe, and on the international relations culminating in the World War. A brief study of post-war conditions and problems.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**13, 14. English History.** The first half of the course gives a general survey of the growth of England before 1603. Emphasis is placed on developments such as the unification of England, conflict between church and state, the Reformation, the English court system, the growth of Parliament, and economic development.

The second half of the course covers the period from 1660 to the present. It stresses the political revolutions, the colonial and imperial expansion of England, her commercial and industrial development, the growth of cabinet government, England's part in the World War, and recent movements in the Empire.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**16. Current History.** Directed reading in magazines and periodicals is supplemented by lectures explaining historic backgrounds of problems. Quarterly reports involving individual research are required of all students.

One hour a week.

Second semester.

Credit, one semester hour.

**21; 22. History of the United States.** The first half of the course covers the period from colonial beginnings to 1828. A brief survey is made of the colonial period. Other topics emphasized are the Critical Period, leading to the development of the Constitution and our political system; social and economic developments in the nation; expansion; and the beginning of political parties.

The second half covers the period from 1828 to the present. It is designed primarily to give the student an intelligent understanding of the United States of the present day and considers: the rise of American democracy; sectional interests and conflicts; economic development and industrial consolidation, with the resulting political developments; the growth of the United States as a world power.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**23. American Government.** This course, surveying the American political system, deals with the organization and activities of the national government. The subject matter of the course deals with the making of the constitution; the powers and functions of the President and congress; the federal judiciary; elections and political parties. The course is designed to give the student an understanding of the present-day political system, and is especially beneficial to students interested in American history.

Three hours a week.

First semester.

Credit, three semester hours.

## HOME ECONOMICS

MISS SUTHERLAND, Director

MISS COBB

MISS SWENSON

The Department of Home Economics offers courses to meet the needs of several groups of students. The survey courses are planned for those who desire some knowledge of Home Economics as a part of a general education but who do not wish to specialize in this field. One to four semesters may be taken as part of the General Diploma course.

The diploma courses have been planned for those who wish to take, in two years, a well-rounded course in general home economics or in either of its phases as a basis for better living. These courses are also planned for those who wish to continue a four-year course leading toward a degree in home economics. These classes are open to other students also if the required parallel and prerequisite courses are elected.

The Department of Home Economics offers three distinct courses, each leading toward a diploma, to be granted upon the completion of sixty-four semester hours, as follows:

### HOME ECONOMICS DIPLOMA

First Year		Second Year	
Home Economics 11A or B, 12	6 hours	Home Economics 21, 22	6 hours
Home Economics 13A or B, 14	6 hours	Home Economics 23, 24	8 hours
Art 3, 4	4 hours	*Chemistry 23, 24	4 hours
Chemistry 11, 12	8 hours	Economics 21, 22	6 hours
English 1, 2	6 hours	Physiology 21	3 hours
Library Methods	1 hour	†Elective	3 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

### DIPLOMA IN FOODS AND NUTRITION

First Year		Second Year	
Home Economics 11A or B, 12	6 hours	Home Economics 21, 22	6 hours
Chemistry 11, 12	8 hours	*Chemistry 23, 24	4 hours
English 1, 2	6 hours	Economics 21, 22	6 hours
Library Methods	1 hour	Physiology 21	3 hours
Electives	9 hours	†Electives	11 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

### DIPLOMA IN TEXTILES AND CLOTHING

First Year		Second Year	
Home Economics 13A or B, 14	6 hours	Home Economics 23, 24	8 hours
Art 3, 4	4 hours	*Chemistry 23, 24	4 hours
Chemistry 11, 12	8 hours	Economics 21, 22	6 hours
English 1, 2	6 hours	†Electives	12 hours
Library Methods	1 hour	Physical Education 15, 16	1 hour
Electives	5 hours	Physical Education 21, 22	1 hour
Physical Education 1, 2	2 hours		

**11, 12. Food Selection.** This course deals with problems in purchase, preparation and combination of foods from the nutritional standpoint. The lectures and discussions cover digestion of food, use of nutrients in the body and sources in foods. Standard methods in food preparation with experimental problems designed to aid the student in establishing rules for procedure are taught by laboratory work. Meals are prepared as applications of principles learned. The work of the second semester is a study of the development of standards for optimal nutrition. Adequate meals for individual and family groups are planned, prepared and served as part of the laboratory work.

Required parallel: Chemistry 11, 12.

Lecture, two hours; laboratory, four hours.

First semester: Group A—Students having at least one-half unit in Foods from high school.

Group B—Students not having at least one-half unit in Foods from high school.

Second semester.

Credit, six semester hours.

**13, 14. Principles of Clothing Selection.** The work of the first semester includes lectures and discussions on factors influencing desirability of textile fibers as a

\*Chemistry is included depending upon the future plans of the student.

†Psychology is suggested as an elective.

basis for selecting and purchasing fabrics. During the second semester the problems of relation of color, hygiene and cost to selection and purchasing of all textile fabrics are considered. The laboratory problems are used to teach the principles of construction as a basis for development of standards.

Required parallel: Art 3, 4; Chemistry 11, 12.

Lecture, two hours; laboratory, four hours.

First semester: Group A—Students having at least one-half unit in Clothing from high school.

Group B—Students not having at least one-half unit in Clothing from high school.

Second semester.

Credit, six semester hours.

**15; 16. Survey of Food Selection.** The course considers the factors essential to an understanding of the nutritional and economic problems in choice of food. During the first semester the problems of preparation and combination of foods are considered from the nutritional standpoint. Lectures and discussions are based on the use of food in the body, the composition of foods and the combination of foods for an adequate diet. The laboratory work covers study of standard methods of food preparation. In the second semester problems in purchasing and combining foods are considered from an economic standpoint. The lectures and discussions are on marketing and budgeting as related to food costs, and on problems of child feeding and special diets. Meals to provide adequate diets on varying cost levels are planned, prepared and served in the laboratory.

Lecture, two hours; laboratory, four hours.

First semester; second semester.

Credit, six semester hours.

**17; 18. Survey of Principles of Clothing Selection.** The factors essential to the development of standards of judgment in selecting a wardrobe are stressed. During the first semester, fabrics, constructive processes, color and line are studied as related to clothing selection. A study of the economic and social problems including hygiene of clothing and psychology of dress is made during the second semester. The laboratory work throughout the year includes principles of construction, examination of ready-to-wear clothing and trips to local shops as methods of applying standards and developing judgments.

Lecture, two hours; laboratory, four hours.

First semester, second semester.

Credit, six semester hours.

**21. Child Nutrition.** A study is made of the general principles of nutrition as they apply to the feeding of children. The laboratory work consists of planning diets adequate for adults and the adjusting of these diets to conditions of growth.

Prerequisites: Home Economics 11, 12; Chemistry 11, 12.

Lecture, two hours; laboratory, four hours.

First semester.

Credit, three semester hours.

**22. Economic and Social Problems in Food Supply.** Study of the relation of production, manufacture and distribution of food in relation to costs. Laboratory problems in meal planning on a cost basis, home versus commercial processes of food preparation as economics and social problems.

Prerequisites: Home Economics 11, 12; Chemistry 11, 12.

Lecture, two hours; laboratory, four hours.

Second semester.

Credit, three semester hours.

**23. Textile Chemistry.** A study of the chemistry of textile fibers, the relation of clothing to health and the application of chemistry to the care of textiles. Four hours of laboratory work each week in clothing construction.

Prerequisites: Home Economics 13, 14; Art 3, 4; Chemistry 11, 12.

Lecture, two hours; laboratory, six hours.

First semester.

Credit, four semester hours.

**24. Textile Economics.** A study of the history and development of the clothing industries, problems illustrated by field trips; problems in clothing budgets; the application of principles of line and design to clothing selection; advanced problems in clothing construction.

Prerequisites: Home Economics 13, 14; Art 3, 4.

Required parallel or prerequisite: Economics 21, 22.

Lecture, two hours; laboratory, six hours.

Second semester.

Credit, four semester hours.

## LATIN

MISS CASON

**1, 2. Cicero.** Reading of not less than four orations (or an equivalent amount in a text like Ullman & Henry's Third Year Latin Book), collateral readings. Latin composition.

Prerequisites: two units of high school Latin.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**3, 4. Vergil.** Reading of not less than four books of the Aeneid, collateral readings. Latin composition.

Prerequisite: Three units of high school Latin, or Latin 1, 2 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**11, 12. a. Cicero, De Senectute, selections from De Amicitia.**

**b. Horace.** Selected odes and epodes.

Lectures, collateral readings. Latin composition.

Prerequisite: Four units of high school Latin, or Latin 3, 4 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**21. Roman Satire.** Selected satires from Horace and Juvenal, lectures, collateral readings.

Prerequisite: Latin 11, 12 or its equivalent.

Three hours a week.

First semester.

Credit, three semester hours.

**22. a. Roman Comedy.** Selected plays from Plautus and Terence.

**b. Pliny.** Selected letters.

Prerequisite: Latin 21 or its equivalent; by special permission, Latin 11, 12 or its equivalent.

Three hours a week.

Second semester.

Credit, three semester hours.

## LIBRARY METHODS

MISS CHURCH

A course in the use of books and libraries is required of all first year students during the first semester. If the work is not passed satisfactorily the course must be repeated. This course is designed to give facility in the use of books and libraries. The work consists of lessons on the use of the card catalog, encyclopedias, dictionaries, and general reference tools, with some practice in note-taking and the making of bibliographies.

One hour a week.

First semester.

Credit, one semester hour.

## MATHEMATICS

MRS. MISER

**I. College Algebra.** A general review is made of all topics usually covered in a second-year high school course in addition to all topics offered in Mathematics II.

Prerequisites: Algebra, I unit; Geometry, I unit.

Five hours a week.

First semester.

Credit, three semester hours.

**II. College Algebra.** A general review is followed by a study of exponents, radicals, quadratic equations, simultaneous quadratic equations, inequalities, binomial theorem, progressions, complex numbers, theory of equations, and determinants.

Prerequisites: Algebra, 1½ units; Geometry, I unit.

Three hours a week.

First semester.

Credit, three semester hours.

**12. Plane Trigonometry.** The work consists of trigonometric functions and formulae, theory and use of tables, solution of right and oblique triangles (with applications to problems of Physics and Surveying), inverse functions, trigonometric equations.

Prerequisite, Mathematics I or II or the equivalent.

Three hours a week.

Second semester.

Credit, three semester hours.

**21. Analytic Geometry.** Graphical representation of points and curves in a plane, determination of the properties and relations of plane curves by a study

of their equations and graphs. The straight line and the conic sections are fully investigated.

Three hours a week.

First semester.

Credit, three semester hours.

**22. Differential Calculus.** Beginners' Course. Methods of differentiation, with the usual geometric and physical applications. Problems of maxima and minima, etc.

Prerequisite: Mathematics 21.

Three hours a week.

Second semester.

Credit, three semester hours.

## MUSIC

For description of the courses offered in Music see pages 78-80.

## PHYSICAL EDUCATION

MISS MORRISON, Director

MISS CARLING

MISS GOODRICH

MISS McETRICK

MISS CAYCE

MISS JANTZER

MISS NEISLER

The value of Physical Education, both morally and ethically, the training of the body for utility and grace, and the intelligent care of it for protection against weakness and disease, make the School of Physical Education one of greatest importance. Every effort has been made to make the equipment and management as complete as possible. Physical training is given free of charge to all students, and is required of them for at least three hours a week in every year. A physical examination is given at the beginning of the session, and a record is kept of the condition of the individual. From this record the student is advised as to the kind and amount of exercise best suited to her needs.

**THE GYMNASIUM.**—The Gymnasium Building is complete in every detail. On the main floor are two gymnasium rooms—one, 90x50 feet, for general activity; the other, 50x28 feet, equipped for special exercise. On this floor also are the executive offices and an examining room. A balcony surrounding the main gymnasium furnishes ample space for spectators. On the balcony floor are recitation rooms, a dancing studio, and a trophy room. On the lower floor are the lockers, dressing rooms, shower baths, and hair dryers. On this floor also is a shampoo room, four bowling alleys, and an instructor's office.

**THE SWIMMING POOL.**—The swimming pool is in a separate building, adjoining the Gymnasium Building. It is 23x50 feet, and is constructed of white tile. The water is constantly filtered and sterilized, and is kept at the temperature necessary for comfort. The pool room is 66x28 feet, 30 feet in height, surrounded by a spectators' balcony, and supplied with windows on both the pool and balcony floors. A glass roof gives added light.

**THE ATHLETIC FIELD.**—The outdoor equipment consists of two athletic fields (100x50 yards), three basketball courts, an archery range, four tennis courts, and a riding ring. Adding to the completeness of this equipment is a cement court (179x40 feet), which makes possible the playing of tennis and other games outdoors the entire year.

**THE STABLE.**—Kentucky and Tennessee are world-famed as the birthplace of the American saddle horse. It seems altogether fitting that a school situated within a few miles of the famous Belle Meade Stock Farm should offer every opportunity to its students to perfect themselves in the one sport for which the South for generations has been preeminent.

The Ward-Belmont stable is owned and maintained by the school. It consists of gaited saddle horses carefully selected as types of disposition entirely suitable for school work, and are as safe as is possible for horses to be. Careful instruction is given in the various types of horsemanship, and a groom is in constant attendance, both in the ring and on the road.

#### RIDING CERTIFICATE

A Certificate of Proficiency will be awarded those students who complete the requirements of Physical Education 19, 20 and Physical Education 29, 30 with sufficient evidence of horsemanship.

#### DANCING DIPLOMA

The courses offered by the Dance Department have been given due consideration from an artistic and physical standpoint. The first grants an intelligent appreciation of dancing as to beauty, interpretation, characterization, and musical improvisation. The second, through the practice of rhythmic exercise to musical accompaniment, enables the student to attain perfect posture, grace and poise, accomplishing as a result a coordination of mind, body and muscle.



The teaching method used is a modification of toe technique in combination with counteracting exercises of "relaxation," thereby developing freedom of movement and abolishing rigidity and tension. Contortion, distortion and acrobatic dancing are not advocated and are considered contrary to the principles of teaching. A foremost effort is made to emphasize the fact that dancing as a true art is realized only when culture and education are considered as its chief values.

The following course leading to the Dancing Diploma is offered for college students who wish to specialize in Dancing.

#### First Year

English 1, 2	6 hours
Music 15, 16	6 hours
Expression 1, 2	6 hours
History of Art 1, 2	4 hours
Library Methods	1 hour
Physical Education 15, 16	1 hour
Physical Education 11, 12	4 hours

#### Second Year

English 21, 22	6 hours
Physical Education 23, 24	6 hours
Art 3; 6 (Costume Design)	4 hours
Electives	12 hours
Physical Education 31, 32	6 hours

NOTE—Academic subjects required for this diploma are not included in the extra charge for the work of this department.

College students who take the practical work as outlined above for the Dancing Diploma and who do not take the other required subjects may be granted a Certificate of Proficiency. Application for this must be made at the beginning of the year.

High school students who wish to perfect themselves in the art of dancing or who wish to work toward the Dancing Diploma, are permitted to do the practical dancing work—six hours a week—and will be awarded a Proficiency Certificate in Practice at the completion of two years of work.

#### PHYSICAL EDUCATION DIPLOMA

A two-year course is offered to those who wish to specialize in Physical Education. It is open to students who have been admitted to college standing, with the usual college-entrance requirements.

Applicants to the course must be without organic disease or any serious functional disorder. The course each year amounts to twenty-six semester hours of recitation or lecture, and a minimum of six hours per week in practical work. For the latter, six semester hours of credit are allowed.

First Year		Second Year	
Physical Education 15, 16	1 hour	Physical Education 23, 24	6 hours
Physical Education 13, 14	2 hours	Physical Education 25, 26	4 hours
Physical Education 17, 18	6 hours	Physical Education 27, 28	6 hours
Biology 11, 12	8 hours	Physiology 11, 12	6 hours
Chemistry 11, 12	8 hours	Psychology 21; 22	6 hours
English 1, 2	6 hours	Elective	6 hours
Library Methods	1 hour		

NOTE—Academic subjects required for this diploma are not included in the extra charge for the work of this department.

**1, 2. Gymnastics and Sports.** This course is required of all freshman college students unless Physical Education 11, 12 is elected. During the fall and spring students elect outdoor sports. Elementary work in marching, calisthenics, folk dancing and light gymnastic work is given during the winter. Swimming is required until the student is able to pass a proficiency test. Dancing or riding may be elected in place of sports.

Three hours a week.

First semester, second semester.

Credit, two semester hours.

**3-A. Swimming.** Instruction for beginners.

One hour a week.

**3-B. Swimming.** Elementary strokes and dives, for pupils who have learned to swim and wish instruction in perfecting form.

One hour a week for eight weeks.

**11, 12. Elementary Certificate Dancing.** Instruction is given in the technique of classic, character, folk, interpretive, and toe dancing. The lecture work covers an explanation of technical terms used in teaching dancing, and of musical terms, note values and tempos with reference to dance composition. During the second semester a survey is made of folk costume in relation to authentic dances of foreign countries.

Dancing, six hours a week; lecture, one hour a week.

First semester, second semester.

Credit, four semester hours.

**11-A. Dancing.** Instruction in elementary technique and classic, interpretive and folk dances of medium difficulty.

One hour a week.

**11-B. Dancing.** Instruction in elementary technique of toe dancing and in toe dances of medium difficulty.

One hour a week.

**11-C. Dancing.** Instruction in elementary tap dancing.

One hour a week.

**11-D. Dancing.** Instruction in ballroom dancing.

One hour a week.

**11-E. Dancing.** Instruction in nature and interpretive dancing.

One hour a week.

**11-F. Dancing.** Instruction in elementary character dancing.

One hour a week.

**13, 14. Playground Supervision.** This course embraces the history and scope of the playground movement, playground organization, administration and conduct, and the nature and function of play. The practical work includes normal instruction in folk dances and singing games, gymnastic and athletic games, athletics, and craft work.

Open to any college student.

Two hours a week.

First semester, second semester.

Credit, two semester hours.

**15, 16. Personal Hygiene.** Lecture course on the parts of the body and their care; the relationship of habits and environment to the health, efficiency, and well-being of the individual; lectures, readings and papers. Required of all second-year students and applicants for diplomas.

One hour a week.

First semester, second semester.

Credit, one semester hour.

**17, 18. Sports and Gymnastics.** During the fall and spring outdoor sports—field hockey, archery, tennis, basketball, baseball, and track—are practiced for the development of skill. During the winter instruction is given in military marching and elementary tactics, elementary free standing exercises and work with hand apparatus, tumbling, fundamental work on gymnastic apparatus such as horse, parallel bars, boom, ropes, ladders, rings, etc. One hour a week is required in dancing and in swimming.

Six to nine hours a week.

First semester, second semester.

Credit, six semester hours.

**19, 20. Certificate Riding.** Instruction is given covering all fundamental points of mounting, dismounting, controlling the horse, riding and gaiting the walk, trot and canter, and road riding. The anatomy and conformation of the horse, saddling, bridling, and the care of the horse are studied in lecture periods.

Riding, six hours a week, fall and spring; lecture, four hours a week for one semester.

Credit, four semester hours.

**19-A. Riding.** For beginners. Instruction in mounting, dismounting, proper methods of holding reins and guiding the horse, the seat and how to ride the walk, trot, and canter.

Open to all students.

Fall and spring.

**21, 22. Elective Sports.** This course in connection with Physical Education 15, 16 is required of all second-year students. Outdoor sports are offered during the autumn and spring; indoor sports and gymnastics during the winter. Courses in dancing, riding or swimming may be elected to meet the requirements in full or in part.

Two hours a week.

First semester, second semester.

Credit, one semester hour.

**23. Anatomy.** A course in Gross Anatomy, concerning bones, ligaments, and muscles.

Three hours a week.

First semester.

Credit, three semester hours.

**24. Applied Anatomy and Kinesiology.** A study of the mechanical structure of the body, of muscular control and action, and of the effects produced upon the body by various forms of physical activity.

Three hours a week.

Second semester.

Credit, three semester hours.

**25. Methods of Teaching Gymnastics.** A brief history of Physical Education, with a study of gymnastic terminology and methods of teaching and organizing progressive courses and lessons in gymnastics.

Two hours a week.

First semester.

Credit, two semester hours.

**26. Observation and Practice Teaching.** The aim of this course is to give each student practical experience in teaching and coaching under critical observation.

Two hours a week.

Second semester.

Credit, two semester hours.

**27, 28. Advanced Work in Sports and Gymnastics.** During the fall and spring, outdoor sports will be practiced for further development of skill and will be studied for knowledge of rules and coaching methods. During the winter, advance work in marching, gymnastics, calisthenics, apparatus work and tumbling will be given. Dancing and swimming will be required one period a week each.

Six to nine hours a week.

First semester, second semester.

Credit, six semester hours.

**29, 30. Advanced Certificate Riding.** Instruction in signaling a five-gaited saddle horse, in jumping and hurdling, and in games and stunt riding is given to girls who have shown sufficient proficiency in riding. The lecture work of this class covers the subjects of stable management, methods of organizing and teaching riding classes and road groups, choosing horses. Work in observation and practice teaching is required.

Riding, six hours a week, fall and spring; lecture, four hours a week for one semester.

Credit, four semester hours.

**29-A. Riding.** Three-gaited class. For pupils who have ridden, but wish lessons. Instruction in riding the walk, trot, canter, and in properly gaitting the horse.

Fall and spring.

**29-B. Riding.** Five-gaited. class. Open only to pupils who have perfected themselves in the three-gaited class. The work of the class consists mainly in learning to signal properly a five-gaited saddle horse.

**29-C. Riding.** Jumping and hurdling. Open only to pupils who have passed the three-gaited work and are good horsewomen. Instruction in the management of the horse and the proper seat and hands on the jump.

**29-D. Riding.** Road riding. Open only to pupils who can satisfactorily pass a road riding test.

**29-E. Riding.** Games and stunt riding. Open only to pupils who can pass Physical Education 29-A.

**31, 32. Advanced Certificate Dancing.** Instruction is given in advanced technique of classic, character, interpretive and toe dancing. During the first semester the lectures include an outline of historical and period costumes in relation to dances characteristic of various countries and times. In the second semester original dance compositions for group and solo work and the process of recital programs including make-up and stage lighting are studied. One hour a week is devoted to individual composition and adaptation of dances and to methods of instruction.

Dancing, six hours a week; lecture, two hours a week.

First semester, second semester.

Credit, six semester hours.

**31-A. Dancing.** Instruction in intermediate technique and in national, character and interpretive dances.

One hour a week.

**31-B. Dancing.** Instruction in intermediate technique of toe dancing and in toe dances of progressive difficulty.

One hour a week.

**31-C. Dancing.** Instruction in advanced technique and in national, character and interpretive dances.

One hour a week.

**31-D. Dancing.** Instruction in advanced technique of toe dancing.

One hour a week.

**31-E. Dancing.** Instruction in advanced nature and interpretive dancing.

One hour a week.

**31-F. Dancing.** Instruction in advanced character dancing.

One hour a week.

**31-G. Dancing.** Instruction in routine of advanced tap dancing.

One hour a week.

## PHYSIOLOGY

MISS SMALL

**11, 12. General Physiology.** This is a study of the human body, its structure, functions, and the laws which govern it and of how to maintain the health of the individual and community.

Prerequisite: working knowledge of Biology and Chemistry.

Lecture, two hours; laboratory, two hours.

First semester, second semester.

Credit, six semester hours.

**21. Physiology for Home Economics Students.** A study of human physiology, including the principles of cell metabolism and the use of foods, the structure and functions of the organs.

Prerequisite: Chemistry 11, 12.

Lecture, two hours; laboratory, two hours.

First semester.

Credit, three semester hours.

## PSYCHOLOGY

MISS NORRIS

**21; 22. Psychology.** An introductory course in Psychology, giving a general survey of the fundamental facts and laws of mind, with applications and simple illustrative experiments, followed by an introductory course in the study of childhood, with practical applications.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## RELIGION

MISS SANDERS

MISS VAN HOOSER

**11; 12. A Survey of Biblical Literature.** The study in this course is based on the types of literature represented in both the Old and New Testaments. There is included a study of the development of the religion and ethics of the Hebrews as set forth in the Old Testament.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**13. The Life of Jesus.** A comparative study of the four Gospels, using them as a basis for a review of the life and times of Christ.

Two hours a week.

First semester.

Credit, two semester hours.

**14. The Life of Paul and the Development of the Apostolic Church.** The book of Acts and the Pauline letters form the basis of this course. An attempt is made to grasp the permanent religious message of Paul, and to show the environment in the midst of which the Christian movement originated.

Two hours a week.

Second semester.

Credit, two semester hours.

**15; 16. Problems of Religion and Life.** A constructive study of the religious and personal problems of students in the modern world. The contributions that religion should make to the problems of home, vocation and society will be considered.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**17; 18. Religious Education in the Community.** The present objectives of religious education will be studied and a complete education program planned for a definite church school. Attention will also be given to other agencies of religious

education such as young people's organizations, weekday schools of religion and the vacation Bible school. Supervised field work is planned as a part of the course.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

## SECRETARIAL SUBJECTS

MRS. THOMPSON, Director

MISS KERRIGAN

This course in secretarial subjects is designed to cover two years' work. A certificate is awarded to those students who complete the following course:

First Year		Second Year	
Bookkeeping 1, 2	4 hours	Accounting 11, 12	6 hours
Stenography 1, 2	4 hours	Stenography 11, 12	4 hours
Typewriting 1, 2		Typewriting 11, 12	
English 1, 2	6 hours	Electives	12 hours
Library methods	1 hour	Physical Education 15, 16	1 hour
Elective	6 hours	Physical Education 21, 22	1 hour
Physical Education 1, 2	2 hours		

Courses in Economics, Sociology and Psychology are strongly recommended as elective subjects.

NOTE—Academic subjects required for this certificate are not included in the extra charge for the work of this department.

**Stenography 1, 2.** This course embraces the fundamental principles of the system of shorthand, with special emphasis upon word signs and construction, elements of phrase writing, accuracy tests and letter writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken at the same time with Typewriting 1, 2.

Three hours a week.

First semester, second semester.

Credit, four semester hours.

**Stenography 11, 12.** Attention is given to phrasing and ability to write and translate shorthand with greater speed and accuracy. Dictation consists of business letters, legal documents, such as wills, deeds, and mortgages, and court reporting. Efficiency contests are given daily throughout the year at different rates of speed, 60, 80, 90 and 100 words per minute.

Court reporting is taken up the second semester. This includes practice in reading and writing shorthand notes of court testimony, jury charges and various phases of court work.

Demonstrations are given in order to acquaint the student with the mimeograph, multigraph, dictaphone, and a variety of calculating machines.

This course also provides practice with modern filing equipment: methods of indexing and alphabetical filing; numerical filing; direct name filing; geographical filing; subject filing; follow-up devices; card record systems; check filing; and transfer devices.

Frequent lectures are given during the year on secretarial training, personality of the secretary, and the secretary as office manager. Some ten or twelve recent books on business organization and correspondence are read and discussed.

No credit is given for this course unless taken in conjunction with Typewriting 11, 12.

Three hours a week.

First semester, second semester.

Credit, four semester hours.

**Typewriting 1, 2.** The object of instruction in typewriting is to impart a correct scientific method of fingering and a skillful, uniform touch, and to train the students in all the details of form and arrangement of transcript. The materials used are literary articles, business letters of all kinds, telegrams, rough drafts, articles of agreement, certificates of incorporation, the writing of a will and other legal forms, and speed tests.

Test for promotion: New matter at not less than thirty words per minute net, for fifteen minutes with not more than five errors.

No separate credit is given for this course. Three hours a week, two hours laboratory.

**Typewriting 11, 12.** This is a continuation of Typewriting 1, 2. It includes the transcribing of shorthand notes on the typewriter, letter writing, speed tests, training in the care of the machine, and the modern methods of manifolding and filing papers.

Test for promotion: Advanced new matter at not less than 55 words per minute for fifteen minutes with not more than five errors.

No separate credit is given for this course. Three hours a week, two hours laboratory.

**Bookkeeping 1, 2.** The purpose of this course is to present a plan of keeping the records necessary for the average professional man, or small business, without going into detail into the development of accounting principles.

Each student is required to have and keep three sets of books. The work includes single and double entry bookkeeping; practice in the use of checks, drafts and notes; the preparation of balance sheets, statement of profit and loss; and closing the ledger. Books used in this set are: (1) Books of original entry, such as cash, sales and purchase books; (2) the ledger as a final record of account.

Lectures are given on the following topics: gambling, speculation and investment; stocks and bonds; money and banking.

Typewriting 1, 2 must be taken at the same time unless special permission is granted otherwise.

Four hours a week.

First semester, second semester.

Credit, four semester hours.

**Accounting 11, 12.** This course is designed to serve as an introduction to the entire field of accounting. Practice and theory are developed as a unit. The following topics are considered:

Accounting Defined; The Accounting Process; The Balance Sheet, as to function, construction, form and classification of accounts; The Statement of Profit and Loss, as to function, construction, form and classification of accounts; The Working Sheet, accounts, object, construction, classification, charting; Deprecia-



tion, Depletion and Amortization; Sole Ownership; Partnership, opening books, adjustment of accounts, dissolution; Corporation, characteristics, opening of the books, capital stock, surplus and reserves, dividends, sinking fund; Intercompany, Branch, and Departmental Relationships; Fiduciary Accounts; Annuities; Auditing, the auditor, responsibility, procedure and reports.

Four hours a week.

First semester, second semester.

Credit, six semester hours.

## SOCIOLOGY

MISS SANDERS

MISS WALLACE

**21. Introduction to Sociology.** This course undertakes to explain the origin, structure, growth and activities of society by the working of psychological, physical and other vital forces operating together in a continuous process.

Among the topics discussed are: human nature, isolation, social contact, social interaction, social forces, conflict, accommodation, social control, social progress.

Three hours a week.

First semester.

Credit, three semester hours.

**22. Community Welfare.** This course undertakes to analyze and to appraise the movements for community welfare. It aims to guide the student to an understanding of the problems of modern public welfare and social work.

Among the topics discussed are: public welfare and social development, the relation between public and private charitable enterprise, poor relief, care of mental defectives, care and treatment of law-breakers, provision for child care, problems of public health.

Three hours a week.

Second semester.

Credit, three semester hours

## SPANISH

MR. DONNER

MISS CAMPBELL

**11, 12. Beginners Course.** Grammar; the reading of about three hundred pages of simple Spanish prose; written and oral exercises founded on selected texts; conversation.

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

**13, 14. Intermediate Course.** Grammar reviewed; the reading of about three hundred pages from standard authors of Spain and Spanish America; composition; conversation.

Prerequisite: two years High School Spanish or Spanish 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**21, 22. Nineteenth and Twentieth Century Literature.** About eight hundred pages from standard authors of the nineteenth and twentieth centuries are read. Lectures are given on the literature, life and customs of the Spanish people. Themes and reports in Spanish are required.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## THE HIGH SCHOOL

**REQUIREMENT FOR ADMISSION.**—Students who have completed the grammar school grades will be admitted without examination to the first-year high school class. It is necessary that the applicant present from the principal of the school from which she comes an official statement that she has completed the grammar school grades.

Students who seek admission to any high school class beyond that of the first year must present upon application a transcript showing the official record of all high school work previously carried. If the school is not accredited, satisfactory examinations will be required.

**YEARLY SCHEDULE.**—A student's yearly schedule should consist of four subjects credited as one unit each. Under certain conditions, however, a minimum of three subjects and a maximum of five are allowed. In addition physical education is required of all students each year. For a description of the required courses see page 64.

**REQUIREMENTS FOR THE HIGH SCHOOL CERTIFICATE.**—The high school certificate is awarded to students who have completed sixteen preparatory units, as described below, and the prescribed work in physical education. Of the required sixteen units at least four must be taken in Ward-Belmont.

A unit represents five periods of at least forty-five minutes each per week for a year in a subject ordinarily taught in standard high schools, each recitation requiring preparation. Periods at Ward-Belmont are of a minimum duration of fifty minutes.

No credit is given for less than two units of a foreign language taken in high school.

### Required Units—9.

English	3 units—including English IV.
Foreign Language	2 units in one language.
History	1 unit.
Mathematics	2 units—Algebra, 1 unit. Plane Geometry, 1 unit.
Science	1 unit in Biology or Chemistry.
Elective Units—7.	

**NOTE**—Physics, when transferred from an accredited high school, will be accepted in place of Biology or Chemistry.

CREDIT ALLOWED IN SPECIAL SUBJECTS.—Not more than two units in any one of the special subjects—art, expression, home economics, music—nor more than a total of three will be credited toward a high school certificate. **Art**—One unit represents eight periods of supervised studio work per week. **Expression**—One unit represents four periods of prepared class work per week. **Home Economics**—One unit in Cooking or in Sewing represents three lecture periods and two double laboratory periods each week. **Music**—One unit of credit represents two lessons per week in piano, organ, violin, or voice, accompanied by a course in theory of music. One hour's daily practice is required.

CLASSIFICATION.—The work completed by the beginning of a school year determines the class to which a student belongs.

Four completed units give second year classification.

Eight completed units give third year classification.

Twelve completed units give fourth year classification.

If a student lacks not more than one of the required number of units, she will be given conditional classification.

REPORTS AND GRADING SYSTEM.—Reports are sent out from the office at the close of each month and at the close of each semester. The monthly grade represents the average standing which the student has maintained, by daily recitations, written work and tests, during any given month. The semester grade represents the combination of the semester examination and the average of monthly grades.

The system of grading is as follows:

A Excellent	D Passing
B Above Average	E Condition
C Average	F Failure

The school may not recommend for advanced high school or college work a student who does not make an average grade of "C."

## DESCRIPTION OF COURSES

### ART

MISS GORDON

I. Perspective, principles of composition and design, lettering with application to posters, figure drawing, memory drawing, direct painting in water colors of fruit, flowers, etc., mechanical drawing.

Eight hours a week.

Credit, one unit.

II. A continuation of the work of the first year; more difficult problems in perspective, design and color are given. The mediums used are tempera, water color, pen and ink, pencil, charcoal, crayons. One or more problems in craft work will be required.

Eight hours a week.

Credit, one unit.

### BIBLE

MRS. HOLLINSHEAD

I. **Elementary Bible History.** An elementary history of the Bible, intended to acquaint the student with leading Bible characters and events, together with the corresponding chronology and geography.

Five periods a week.

Credit, one unit.

II. **The Life of Jesus.** Study of the land in which Jesus lived, its people and customs, the work and character of Jesus. Sources: the Gospel narratives, together with critical studies in the history, thought, and customs of his time.

Five periods a week.

Credit, one unit.

Courses III and IV are given in alternate years.

### BIOLOGY

MISS FRENCH

An elementary study of plant and animal life, including the principles of living protoplasm, structure and physiology of selected types, and economical relationships.

Three recitations and two double periods of laboratory and field work.

First and second semesters.

Credit, one unit.

### CHEMISTRY

MISS BERRY

A course planned to give the student a general knowledge of the facts and principles of Chemistry which will be of practical value in everyday life.

Recitations, three periods a week; laboratory, two double periods a week.

Credit, one unit.

## ECONOMICS AND SOCIOLOGY

MISS DINNING

**Economics.** *An Introduction to Economics.* A study of economic factors relating to labor, capital, and production; origin of the banking system; foreign and domestic commerce; agricultural problems; and economic problems of cities, of trades, and of taxation; The American Federation of Labor; recent labor legislation, together with proposed reform measures. One period each week devoted to present-day national and international problems.

Parallel readings and supplementary reports.

Five periods a week. Second semester.

Credit, one-half unit.

**Sociology.** *An Introduction to Sociology.* Origin of the family, forms of the family, historical development and problems of the modern family; growth of population and its distribution; immigration and recent laws controlling it; problems of rural and urban communities; a rapid survey of the principles of Socialism in relation to education and progress.

Extensive parallel reading, and special reports on various modern problems. Current problems are correlated with the text.

Five periods a week. First semester.

Credit, one-half unit.

## ENGLISH

MISS PUGH, Chairman

MISS DINNING

MISS ORDWAY

MRS. SOUBY

I. Composition and grammar three times a week. Literature twice a week.

Grammar: Special emphasis given to grammatical principles that contribute to correct expression. Composition: simple narration, description, and letter writing. Weekly themes based on work done in school or on personal experience of pupils. Literature: selections from "Literature and Life, Book I." Outside Readings, on which reports are made or tests given.

Five periods a week.

Credit, one unit.

II. Composition and grammar three times a week. Literature twice a week.

Grammar based on composition: Description, exposition, letter writing, and special methods of paragraph development. Unity and coherence stressed. Weekly themes corrected and returned to pupil for revision. Literature: selections from "Literature and Life, Book II." Outside Readings, on which reports are made or tests given.

Five periods a week.

Credit, one unit.

III. Literature three times a week. Composition twice a week.

Grammar: Review of principles necessary for correct and effective work in composition and literature. Composition, exposition and argumentation. Special emphasis given to expository outlines. Weekly themes corrected and returned for revision where necessary. Literature: selections from "Literature and Life, Book III." Outside Readings, on which reports are made or tests given.

Five periods a week.

Credit, one unit.

IV. Literature three times a week. Composition twice a week. Composition: the four forms of composition reviewed; correctness of form required. The arousing of individuality and artistic consciousness stressed. Grammatical principles reviewed when necessary. Literature: outline of the history of English literature; study of selections from "Literature and Life, Book IV." Parallel readings, on which reports are made or tests given.

Five periods a week.

Credit, one unit.

## EXPRESSION

MISS TOWNSEND, Director  
MISS WINNIA

I. The study of the voice and its cause, study of voice conditions, and improvement of the voice; freedom of body from constriction, harmonic training of body in response to thinking.

The study of receiving ideas, ideas and response of mind, ideas and their connection; spontaneous elements, sympathetic elements; dramatic problems, dramatic insight through early forms of literature, myths, legends, and fairy stories; readings, one-act plays.

Four hours a week.

Credit, one unit.

II. Voice training, problems in voice modulation, and harmonic program; elements of thinking, logical thinking, foundations of expression, dramatic problems; dramatization of early forms of literature, folk stories, fairy stories, myths, legends, ballads, narratives, selected readings, rehearsals.

Four hours a week.

Credit, one unit.

## FRENCH

MISS AMIS

MRS. FOUNTAIN

I. Aim: mastery of simple French—heard, spoken, written. Materials: a grammar; a laboratory manual which provides living material for memorizing language forms and vocabulary; abundant, easy and interesting reading material; wall charts, realia, songs, etc.

Five periods a week.

Credit, one unit.

II Continuation and elaboration of French I. Drills continued; dictation; abstracts oral and written; free composition; vocabulary-building continued; memorizing of poetry and songs. Simpler uses of all verbs; grammatical fundamentals mastered; English into French based on reading. Reading and class discussion in French of 300-400 pages of standard texts. Parallel reading encouraged. Phonetic symbols required.

Five periods a week.

Credit, one unit.

III. Special emphasis is given in this class to vocabulary building and the mastery of idioms. The work includes a comprehensive review of grammar, dictations, compositions and daily conversations. About 500 pages from such texts as About, "La Mere de la Marquise"; Dumas, "Les Trois Mousquetaires"; and Bordeaux, "La Peur de Vivre" are read.

Five periods a week.

Credit, one unit.

## GERMAN

MRS. HOLLINSHEAD

I. Grammar and composition; drill in phonetics; dictation exercises; reading of at least one hundred pages of easy prose and verse from such texts as: Gluck auf; Guerher's "Marchen und Erzählungen." Conversation based on text; and short lyrics memorized.

Five periods a week.

Credit, one unit.

II. Grammar and composition; memory work, easy paraphrasing of texts read; conversation; sight reading and readings of at least two hundred pages from such texts as: Hauff, "Der Zwerg Nase"; Blutgen, "Das Peterle von Nurnberg"; Sudermann, "Teja"; Arnold, "Fritz auf Ferien"; Schiller, "Der Neffe als Onkel."

Five periods a week.

Credit, one unit.

## HISTORY

MISS CASEBIER

MISS DINNING

MISS HAY

I. **Early European History.** A study of European history from ancient times to the middle of the seventeenth century. A brief account of the oriental countries as a background for Greek and Roman history; religious, political, social, and military conditions during the middle ages; the Renaissance; period of colonization; the Protestant Reformation.

First semester, class reports on supplementary work. Second semester, summaries and outlines of both primary and secondary sources. Map work throughout the year.

Five periods a week.

Credit, one unit.

II. **Modern European History.** A study of the history of Europe from the seventeenth century to the present. Rivalry for colonial possessions; constitutionalism in England; the French Revolution; Reconstruction and Reaction in the first half of nineteenth century; England's colonial development and expansion; imperialism and democracy; the Industrial Revolution; development of modern European powers, their conflicting interests and policies at home and abroad; the World War; the World Settlement, and the Disarmament Conference.

Parallel reading; special reports; current history correlated with the text; map work.

Five periods a week.

Credit, one unit.

III. **English History.** A study of English history from the Roman occupation of Britain through the World War. The political, social, religious, and economic elements in the growth of the English people; England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War, and the post-war problems.

Map books; bi-monthly reports on approximately four hundred pages of outside reading; short, individual research studies, oral and written; a term paper submitted at the close of the second semester.

Five periods a week.

Credit, one unit.

**IV. American History.** Survey of the colonial period, with emphasis upon American ideals and institutions; a more intensive study of the critical period; the founding of the national government; the westward expansion; tariff; economic and political problems during the Reconstruction Period; other problems and movements of the nineteenth century; the expansion of the United States as a world power at the beginning of the twentieth century; the World War, and the problems involved. The forms and functions of government are studied; the formation and interpretation of our Constitution.

Parallel reading; special reports, current happenings, map work.

Five periods a week.

Credit, one unit.

## HOME ECONOMICS

MISS SWENSON

**I. Foods.** This course includes the following units: (1) food selection and preparation (this unit includes a study of food composition, marketing problems, use of food in the body, meal planning and preparation); (2) house and home management; (3) child care and development; (4) home and community relationships.

Three recitations, two double laboratory periods a week. Credit, one unit.

**II. Clothing.** This course includes the following units: (1) textile study; (2) selection and purchase of clothing (this unit includes relation of principles of economics, hygiene and art to clothing); (3) selection and purchase of household textiles; (4) principles of construction; (5) care and repair of clothing.

Three recitations, two double laboratory periods a week. Credit, one unit.

## LATIN

MISS ALLISON

MISS CASON

MISS HARMON

MRS. McCALL

**I. Essentials of Latin.** Regular first year work.

Five periods a week.

Credit, one unit.

**II. Ullman and Henry's Second Latin Book.** Latin composition.

Five periods a week.

Credit, one unit.

**III. Ullman and Henry's Third Latin Book.** Latin composition.

Five periods a week.

Credit, one unit.

**IV. Vergil: Aeneid I-VI.** Latin composition.

Five periods a week.

Credit, one unit.

## MATHEMATICS

MISS LOWRY

MRS. SHACKLEFORD

**Algebra I. Elementary Algebra.** This course includes Positive and Negative Numbers, Fundamental Operations, Fractional and Simultaneous Equations (including graphical solution of a pair of linear equations with two unknowns), Fractions, Highest Common Factor and Lowest Common Multiple, Square Root of Polynomials, and the solution of Quadratic Equations.

Five periods a week.

Credit, one unit.



**Algebra II. Advanced Algebra.** The following topics are treated: a review of Course I; Simultaneous Quadratic Equations; Ratio, Proportion, and Variation; Elementary Theory of Exponents, Radicals, and Equations; graphical representation of simple relations between two variables; Binomial Theorem; Logarithms and Trigonometry.

Five periods a week.

Credit, one unit.

**III. Plane Geometry.** Solution of many original problems which follow the general study of Theorems. Special attention given to careful construction of figures. Notebook work comprises all original problems solved.

Five periods a week.

Credit, one unit.

**IV. Solid Geometry.** Lines and Planes, Polyhedrons, Cylinders, Cones, and Spheres are treated. Easily constructed models are used, and frequent references to Plane Geometry are made.

Five periods a week for one semester.

Credit, one-half unit.

## MUSICAL SCIENCES

MISS BLYTHE

**NOTE**—Academic credit will not be allowed for musical science courses, unless taken in connection with at least two lessons a week in piano, pipe organ, violin or voice.

### APPRECIATION

**I.** A course designed to give the student an acquaintance with various types of music and to promote intelligent listening through a study of periods, forms, styles and instruments; consideration of artists and musical activities of the day.

Three hours a week.

First and second semesters.

Credit, with applied music, one unit.

### THEORY AND EAR TRAINING

**II.** The equivalent of college course 11, 12.

Three hours a week.

First and second semesters.

Credit, with applied music, one unit.

## PHYSICAL EDUCATION

MISS MORRISON, Director

Required Courses:

First Year—Phys. Ed. I—Directed exercise—Two hours a week.

Phys. Ed. 18-A and 18-B—One hour a week.

Second Year—Phys. Ed. II—Directed Exercise—Three hours a week.

Third Year—Phys. Ed. III—Directed exercise—Three hours a week.

Fourth Year—Phys. Ed. IV—Directed exercise—Two hours a week.

Phys. Ed. V—Personal Hygiene—One hour a week.

No high school student shall be graduated until the required work in Physical Education shall have been completed for each year of her attendance. In case of physical disability, the work will be adapted to the needs and capabilities of the student.

High school students may enroll in a general course in dancing, swimming or riding in any of the four years. (See pages 49-51.)

## PHYSIOGRAPHY

MISS FRENCH

An elementary course which reviews the natural features of the earth's surface and the natural forces which govern its formation.

Five periods a week.

Credit, one-half unit.

## PHYSIOLOGY

MISS FRENCH

An introductory course in the study of the human body, dealing with its general structure and with the principles which govern hygienic living. Attention given to school hygiene. Recitation and demonstration.

Five periods a week.

Credit, one-half unit.

## SPANISH

MISS CAMPBELL

I. **Introduction to Spanish.** Special emphasis placed upon speaking and writing Spanish; drill on pronunciation by means of phonetic word study, reading, and exercises; practical vocabulary study of useful words; composition embodying the rules and forms of Spanish grammar; gradual introduction of conversation into class work; reading of simple Spanish prose.

Five periods a week.

Credit, one unit.

II. **Advanced Spanish.** Continuation in more advanced form of the methods and materials of Spanish I; extensive use of Spanish as the language of the classroom; intensive and systematic study of vocabulary, grammar, and composition; reading of Spanish prose with dictation and conversation based thereon; projects for translation of material from English into Spanish.

Five periods a week.

Credit, one unit.

## SCHOOL OF MUSIC

LAWRENCE GOODMAN

KENNETH ROSE

STETSON HUMPHREY

LAWRENCE H. RIGGS

Members, Board of Musical Directors

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LOUISE BEST

Piano

Pupil of Ernest Hutcheson and Sigismund Stojowski; Pupil at Sterns University, Berlin; Pupil of Rudolph Ganz; Theoretical Courses in the Institute of Musical Arts, New York.

MARY VENABLE BLYTHE

Sight Playing and Piano

Graduate, St. Mary's Hall, San Antonio; Pupil of von Mickwitz and Harry Redman; Theoretical Courses in Southern Methodist University and in New England Conservatory of Music.

FLORENCE N. BOYER

Voice and Organ

Student of Music in Oberlin College; Pupil of Signor Venanni in Italy; Pupil of Mesdames de Sales and Bossetti in Munich; Pupil of Oscar Seagle and de Reszke in Paris.

MARY DOUTHIT

Piano

Graduate Ward-Belmont School of Music; Pupil of Lawrence Goodman, Harold von Mickwitz and Sigismund Stojowski.

LAWRENCE GOODMAN

Director of Piano Department

Pupil of Ernest Hutcheson, Josef Lhevinne and Sigismund Stojowski; Student at Ferruccio Busoni's Master School for Pianists, Basel, Switzerland; Scholarship Pupil, Peabody Conservatory of Music, Baltimore, Maryland; formerly Teacher of Piano, Von Ende School of Music, New York City; has concertized extensively in United States; Duo Art Recordings.

IRENE CRANE HUMPHREY

Voice

Studied at Boston University, New England Conservatory of Music and Boston School of Music; Private Work in Europe two years under Manno and Castellano in Milan and Morelli in London; Private Work in America under Stetson Humphrey and Oscar Saenger; formerly with the Philadelphia Grand Opera Company.

STETSON HUMPHREY

Director of Voice Department

Graduate Columbia University and Rochester Conservatory of Music; Private Work in Europe and America under Heinrich Jacobsen of Dresden and Vienna, de Reszke Studios of Paris, Ludwig Wuhlner and Max Heinrich of Berlin, Signor Morille of Milan, and Signor Tanara, Caruso's coach; formerly Director Boston Music School and Director of Fine Arts Department, Choate School.

ALICE KAVANAUGH LEFTWICH\*

Piano

Graduate, Beethoven Conservatory, St. Louis; Pupil of Arthur Foote and B. J. Lang, Boston; three years in Paris with M. Moszowski and Wager Swayne

LAWRENCE H. RIGGS

Organ and Director Department of Musical Sciences

B.A., Beloit College; Rhodes Scholar at Oxford University, England; summer Courses, Chicago Musical College, Northwestern University School of Music and American Institute of Normal Methods; Graduate of American Institute of Normal Methods.

HAZEL COATE ROSE

Piano

Pupil of William H. Sherwood, Glenn Dillard Gunn, Victor Heinze; formerly Teacher of Piano, Cosmopolitan School of Music, Indianapolis.

KENNETH ROSE

Director Department of Violin

Pupil of McGibeny, Indianapolis; of Arthur Hartmann, Paris; of George Lehmann, Berlin; of Souky, Prague; formerly Teacher Metropolitan School of Music, Indianapolis and Concert Master, Indianapolis Symphony Orchestra.

ESTELLE ROY SCHMITZ

Piano

Pupil of S. B. Mills, Harold von Mickwitz, Joseffy and Lhevinne, New York; of Silvio Scionti, Chicago; of Otto Nietzel and Steinhauer, Germany; of Ernest Hutcheson, New York.

HELEN TODD SLOAN

Voice

Pupil of George Deane, Boston; of Isidore Braggiotti, Florence, Italy; of Gaetano S. de Luca, Nashville; of Herbert Witherspoon; studied Pedagogical Work under Frantz Proschowski.

AMELIE THRONE

Piano

Pupil of Maurice Aronson, Vienna; of Josef Lhevinne, Berlin; of Sigismund Stojowski, New York; of Harold Bauer, New York.

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\*On leave of absence 1930-31.

W A R D - B E L M O N T

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CLEMENCE THUSS

Piano

Graduate Ward-Belmont Conservatory of Music; Three Years in Institute of  
Musical Arts, New York; Pupil of Estelle Roy-Schmitz, Sigmund  
Herzog, Louise Robyn and Silvio Scionti.

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MADELINE BLACKMAN

Student Assistant in Violin Department

ELLEN MITCHELL

Practice Supervisor in Music

Piano Certificate, Ward-Belmont School.

MILDRED ANN SMITH

Practice Supervisor in Music

Piano Certificate, Ward-Belmont School

## MUSIC

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The Ward-Belmont School of Music possesses the combined virtues of the Belmont School of Music and the Ward Conservatory, both of which had long been the objects of the high praise and the generous patronage of educated musicians both in and out of Nashville. It is more than a complete modern Conservatory of Music; it offers to music students what all of them need—supplementary work in English, Literature, and the Modern Languages. The "mere musician," the talented player or singer who lacks general education, will be tomorrow, more than ever before, at a disadvantage, and will be regarded as just so much less a musician. The best musical educators are agreed that general mental discipline should not precede, but should continuously accompany, musical studies; and schools of music are seeking what we have already at hand—intimate affiliation with literary classroom work. Under our system, musical study and practice are not allowed to suffer or be crowded out, but the student is shown how she may become both a cultured woman and a thorough musician.

Our musical faculty is probably the largest and most expensively maintained one in any school for girls in America. No teacher is chosen who has not had the best of advantages, most of them in both this country and Europe, teachers who have supplemented graduation from the leading conservatories with years of special study under the recognized masters of two continents. All of them are tested teachers.

Piano, Voice, Violin and certain other stringed instruments, Pipe Organ, Theory, Harmony, Composition, History and Appreciation of Music, Interpretation, Ear Training, Sight Playing and Chorus, Ensemble and Orchestral Work, Repertoire and Memorizing, and Faculty, Student, and Artist Recitals—all, and more, take their appropriate places and contribute to the creation of a wholesome and inspiring musical atmosphere. Such an atmosphere is possible nowhere except in a large school where musical education is seriously undertaken by a faculty composed of tested professional musical educators.

Frequent student recitals are given, as are recitals and lectures by members of the faculty and other eminent musicians. Pupils may attend the best concerts in the city. Operas are frequently given by excellent companies, and the world's greatest artists appear in

Nashville from time to time. The immediate and convenient value of these advantages at our own door will be the more apparent when it is known that our students may have throughout the season the great musical entertainments, but a very few of which other Southern schools can enjoy, and these only by means of travel and additional expense from the smaller towns into the city.

Ninety pianos, including ten Steinway Grands and two Steinway Duo-Art Pianolas, are available for school use.

Boarding students specializing in Music are required to take at least one literary course.

Practice in ensemble work is offered through the Orchestra and the Glee Club. Students who possess the requisite ability in voice or in instrumental work are eligible for membership in these organizations whether or not they are carrying work in applied music.

### ORCHESTRA

The Ward-Belmont Orchestra was founded by Fritz Schmitz, in 1908. Since 1918, this organization has been under the guidance of Kenneth Rose, director of the school of violin of Ward-Belmont School, who has developed this body of students and young professionals to symphonic proportions both in completeness of its instrumentation and the artistry of its performances. Many members of the Nashville Symphony Orchestra are present or past members of this body. The repertory includes all the standard overtures, movements of well known symphonies such as the Schubert Unfinished, Dvorak New World, Tchaikowsky No. 4, Cesar Frank, etc. With its function, that of superior training for those interested in orchestral routine, the Ward-Belmont Orchestra is contributing in a most helpful way to the artistic development of the South.

The schedule of the orchestra calls for at least one public appearance yearly, in which the featured soloist is usually an advanced student of Mr. Rose, and weekly rehearsals in the school auditorium. Credit is given to all pupils of the school for regular attendance, and an examination by Mr. Rose is required for admission.

### CHORAL WORK

Much stress is laid on the value of ensemble vocal work in the school. At the community "sings" which are held regularly, classical as well as popular songs are taught and part singing is stimulated. Every individual, whether or not interested in music in any form here-

tofore, or in any degree talented, learns to feel the inspiration of mass endeavor. She learns also to appreciate the spirit of giving and doing through beauty, which is the underlying essence of music. This training is carried on in the splendid congregational singing of hymns at the various chapel services, in the singing of carols and club songs and in the traditional step-singing.

### THE GLEE CLUB

Throughout this country and abroad, males choruses are not unusual but it is a rare thing to hear a great chorus of women's voices. Ward-Belmont offers a peculiar opportunity in this respect in its large personnel of talented singers.

The Glee Club consists of some two hundred voices selected from the entire school. Preference is given to those with natural or developed voices and with some attainments in general musical knowledge. The club is open however to any student in the school who is really interested and extra time is spent to assist her in developing the equipment necessary for her to keep her place in the club.

A series of lectures is given on the proper use of the voice and breath; careful attention is paid to the diction of the various languages in which the club sings and the fundamentals of music (notes, time, rhythm, interpretation, etc.) are taught. A term paper showing the individual benefit derived from the course is required, and full college credit is given for the time expended.

The classics in choral and vocal music which are studied and rendered at recitals given by the club show nearly every phase of choral work. A very splendid knowledge of the Masters of choral work and of the varieties, ranging from the opera to the simple folk tunes, is obtained through a capella singing, work with vocal and instrumental obligatos and songs accompanied by the piano and organ. The polish and excellence with which the club sings has brought it well deserved praise and has made it one of the most popular organizations of the school.

### THE CHOIR

The robed choir, which plays a very material part in the religious life of the school, is composed of students who have had at least one year's work in the glee club or an equivalent amount of musical training. This requirement is made in view of the continual work of the choir and of the musical difficulty of the subjects undertaken.



While no college credit is given for this work the benefits derived from the training are of inestimable value to anyone interested in church music.

### CERTIFICATES AND DIPLOMAS

No one may apply for a certificate or diploma who has not completed the equivalent of fifteen acceptable high-school units.

Pupils desiring to become candidates for certificates and diplomas must announce themselves through their respective teachers not later than October 20.

There will be held between February 1 and 15 and between May 1 and 15 examinations on the requirements for certificates and diplomas. The candidates must, in February, stand an examination before the music directors on one-half the technic required and one-half the repertoire. An examination of the remaining half of the requirements must be taken before May 15.

Candidates for certificates and diplomas must appear in public recital at least three times during the session.

### COURSE OF STUDY FOR CERTIFICATE IN PIANO

**Technic.**—1. Major scale played with both hands in parallel motion through four octaves (minimum speed, 4 notes to M. M. 112); Thirds, Sixths, and Tenths, and contrary motion (speed, 4 notes to M. M. 100).

2. Minor Scales: Harmonic and Melodic, played with both hands in parallel motion (speed, 4 notes to M. M. 112).

3. The scale of "C," illustrating varied rhythms and legato, staccato, and portamento touches.

4. Chords: Major, Minor, and Diminished Triads; Dominant and Diminished Sevenths, all with added octaves.

5. Arpeggios in various forms on Major or Minor Triads; Dominant and Diminished Seventh Chords (speed, 4 notes to M. M. 72).

6. Double Thirds: Major Scales played hands alone (speed, 4 notes to M. M. 60).

7. Octaves: Diatonic and Chromatic Scales, all Tonic Triads (speed, 4 notes to M. M. 60).

**Piano Compositions.**—Four complete Sonatas; eight Cramer studies from "Fifty Selected Studies"; twelve Bach inventions, at least four of them three-part; eight Czerny studies from Opus 299; four Chopin Preludes; four selections from Schumann; four Mendelssohn's "Songs Without Words"; ten pieces by well-known classical and modern composers.

**Sight Playing.**—The candidate for the certificate must be able to play at sight, hymns, either part of a moderately difficult duet, accompaniments for moderately difficult songs or violin solos, piano pieces of third grade.

Music 11, 12. Theory and Ear Training.	4 hours.
Music 13, 14. Harmony.	6 hours.
Music 15, 16. History and Appreciation.	6 hours.
See also schedule requirements on page 25.	

#### Piano Certificate Examination

1. **Technic** as stated in paragraphs 1, 2, 4, 5, 7, above.
2. **Memorized Repertoire.**—One Chopin Prelude, selected from Nos. 3, 6, 10, 11, 14, 15, 17, 21, 22, 23; or one selection from Schumann, such as *Nachtstück*; or one, Mendelssohn "Songs Without Words," such as Nos. 1, 18; four pieces, such as Mendelssohn, *Scherzo in E. Minor*; Liszt, *Consolation in D Flat*; MacDowell, *Elfin Dance*; Debussy, *Arabesque No. 2*; one movement of a Sonata, such as Beethoven, *Op. 2, No. 1*; one two-part Bach invention and one three-part Bach invention; one Cramer or one Czerny study.
3. **Sight Playing.**—Hymns; Clementi and Diabelli Sonatinas; an easy accompaniment for a song.

#### COURSE OF STUDY FOR CERTIFICATE IN PIPE ORGAN

**Technic.**—The requirements in manual technic are the same as in Piano, excepting that the range of scales and arpeggios as adapted to the organ is limited.

**Organ Compositions.**—Eight shorter preludes and fugues; various chorales of Bach; two sonatas of either Mendelssohn, Guilman, Merkel, Rheinberger, or a modern composer; six selections from modern French composers; ten standard compositions, five of which must be by modern French composers.

**Sight Playing.**—The candidate for the certificate must be able to play at sight the following: hymns, arranging and registering them suitably for congregational singing; moderately difficult accompaniments for trios; a quartet in vocal score; four staves in G and F clefs. The candidate must also be able to transpose a hymn or chant one tone above or below the original key.

Music 11, 12. Theory and Ear Training.	4 hours.
Music 13, 14. Harmony.	6 hours.
Music 15, 16. History and Appreciation.	6 hours.
See also schedule requirements on page 25.	

The student must have an adequate knowledge of the construction of the Pipe Organ, and must have had experience in church or chapel service playing.

#### Pipe Organ Certificate Examination

1. **Technic** as stated above.
2. **Unmemorized Repertoire.**—Two preludes and fugues of Bach; one complete sonata; one movement of a sonata, to be prepared without assistance or instruction; three standard compositions.
3. **Memorized Repertoire.**—One standard composition.
4. **Sight Playing** as stated above.

### COURSE OF STUDY FOR CERTIFICATE IN VIOLIN

Scales, major and minor; played in various rhythms and bowings, both in the diatonic form and in thirds; octaves; arpeggios in various forms.

Etudes of Kreutzer, Fiorillo, and Rode, with supplementary studies of Sevcik, Sitt, Schradieck, to develop ability of left hand and accuracy of bowing.

**Violin Compositions**—Repertoire of ten compositions, including one complete concerto—Viotti, Nos. 22, 23; Rode, No. 6; Deberiot, No. 7; Spohr, No. 2; Mozart, a major. Sonatas—Handel, Tartini, Nardini, etc. Andante and Scherzo, by David; Legende, by Wieniawski.

**Sight Reading**—The candidate must be able to play at sight duets by Pleyel, Viotti, or sonatas of the same grade of difficulty.

Music 11, 12. Theory and Ear Training. 4 hours.

Music 13, 14. Harmony. 6 hours.

Music 15, 16. History and Appreciation. 6 hours.

See also schedule requirements on page 25.

The candidate must have attended orchestra or ensemble practices for at least one session; must be able to play on the piano accompaniments to solos of moderate difficulty; and must have finished the third grade in Piano.

### Violin Certificate Examination

**Technic** as stated above. All diatonic scales to be played at a minimum metronome mark of 100 M. M.

Etudes selected from Kreutzer, Fiorillo, Rode, illustrative of various styles of bowing and rhythm, intonation and phrasing.

**Memorized Repertoire**—One complete sonata; two principal movements from a classic concerto; five concert pieces, representing classic and modern schools.

**Unmemorized Repertoire**—Three compositions of like grade; two movements of a sonata prepared alone.

**Sight Playing**—Compositions not to exceed in difficulty the repertoires outlined above.

### COURSE OF STUDY FOR CERTIFICATE IN VOICE

**Technic**—Careful development of breath support and diaphragmatic control and building, as nearly as possible perfect production of single tone throughout entire range and with all vowels.

Major and Minor Scales, Major and Minor Arpeggios, crescendo and diminuendo; legato and staccato singing, diction, accuracy and purity of vowel intonation, and study of consonants and their important place.

**Vocalises**—Six vocalises, to be chosen, at the discretion of the master, from any of the well-known composers, designed to show a good legato and to give illustrations of various examples of vocal embellishments.

**Repertoire**—At least ten songs, memorized, from the various schools—English, Italian, French, etc.; two operatic arias and two complete roles from the standard oratorios.

The candidate must present a voice fully adequate to the above-mentioned requirements in range, beauty, flexibility, and fidelity to pitch.

**Sight Playing**—The candidate must be able to sing at sight a part of a given hymn, any moderately difficult song; must be able to play hymns and accom-

paniments to moderately difficult songs on the piano; and must have finished the third grade in Piano.

Music 11, 12. Theory and Ear Training.	4 hours.
Music 13, 14. Harmony.	6 hours.
Music 15, 16. History and Appreciation.	6 hours.
See also schedule requirements on page 25.	

#### Voice Certificate Examination

1. **Technic** as stated above.
2. Unmemorized, six studies from the standard vocalises.
3. Memorized, two selections from the operas, two from the oratorios, and eight songs. Possible exceptions dependent upon the individual.

#### COURSE OF STUDY FOR CERTIFICATE IN METHODS OF TEACHING APPLIED MUSIC

Certificates in methods of teaching applied music are offered by the departments of piano, violin and voice. The instrumental knowledge required for each of these certificates is the equivalent of that required for the certificate granted by the department but the candidate may be excused from certain phases of the examinations and from public appearances on programs by the Board of Musical Directors. Sixty-four semester hours, including the following subjects, are required for these certificates.

First Year		Second Year	
Music 11, 12	4 hours	Music 13, 14	6 hours
Music 15, 16	6 hours	Music 25, 26	4 hours
Glee Club or Orchestra	1 hour	Glee Club or Orchestra	1 hour
Piano or Violin or Voice	2 hours	Piano or Violin or Voice	2 hours
English 1, 2	6 hours	Education 11, 12	6 hours
Library Methods	1 hour	Modern Language	6 or 8 hours
Modern Language	6 or 8 hours	Psychology 21; 22	6 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

Students majoring in voice or in violin will be expected to carry at least one lesson a week in piano. Sight playing may be substituted for piano if, in the opinion of the director, their proficiency on this instrument justifies the substitution. Any other substitutions the student desires to make must have the written approval of the director of the department in which she is doing her major work and of the Dean of Faculty.

NOTE—Academic subjects required for any certificate or diploma are not included in the extra charge for the work of this department.

## COURSE OF STUDY FOR DIPLOMA IN PIANO

**Technic**—1. Major and Minor Scales, with both hands in parallel motion through four octaves (speed, 4 notes to M. M. 132); Thirds, Sixths, and Tenths, and contrary motion (speed, 4 notes to M. M. 112).

2. Chords: Major, Minor, and Diminished Triads; Dominant, Minor and Diminished Seventh Chords, all with added octaves.

3. Arpeggios on Major and Minor Triads; Dominant, Minor, and Diminished Seventh Chords in all positions (speed, 4 notes to M. M. 112).

4. Double Thirds, Major and Minor Scales, with both hands in parallel motion (speed, 4 notes to M. M. 84); Chromatic Minor Thirds (speed, 4 notes to M. M. 92).

5. Octaves: Diatonic and Chromatic Scales (speed, 4 notes to M. M. 92).

6. Octaves: Arpeggios of Major and Minor Triads and Chords of the Seventh.

**Piano Compositions**—Two complete sonatas; one principal movement of a concerto; four preludes and fugues from "The Well-Tempered Clavichord"; at least half of a Bach Partita or Suite; four selections from Chopin, including two études; two selections from Schumann; six selections from Czerny, Op. 740, or Clementi's "Gradus ad Parnassum"; two selections from Liszt; four selections from well-known classical and modern composers, such as Glinka-Balakirew L'Alouette; Griffes, Scherzo; Brahms, Rhapsodie in E Flat; Debussy, Reflets dans l'eau.

Music 21, 22. Advanced Theory and Ear Training. 2 hours.

Music 23, 24. Advanced Harmony. 6 hours.

Music 25, 26. Advanced History and Appreciation. 4 hours.

See also schedule requirements on page 25.

**Sight Playing**—The candidate for graduation must be able to play at sight several of Mozart's sonatas and the easier ones of Haydn.

## Piano Diploma Examination

1. **Technic** as stated in paragraphs 1-6, above.

2. **Memorized Repertoire**—One principal movement of a concerto; one complete sonata; one prelude and fugue from Bach; one étude, Scherzo Ballade, or Polonaise from Chopin; one selection from Schumann; one selection from Liszt; four difficult selections from well-known classical and modern composers.

## COURSE OF STUDY FOR DIPLOMA IN PIPE ORGAN

**Technic**—The requirements in manual technic are the same as in Piano, excepting that the range of scales and arpeggios as adapted to the organ is limited.

**Organ Compositions**—Two advanced preludes and fugues and two chorales of Bach; two sonatas of either Mendelssohn, Guilman, and Rheinberger, or one sonata and a symphony of Widor; ten standard compositions, five of them by modern French composers.

**Sight Playing**—The candidate must be able to play at sight trios of intermediate grade; short selections of vocal score in four staves in C, G, and F clefs; to transpose a short passage in reduced score to any key within a Major Third above or below the original; to make an effective adaptation of piano accompaniment.

- Music 21, 22. Advanced Theory and Ear Training. 2 hours.  
 Music 23, 24. Advanced Harmony. 6 hours.  
 Music 25, 26. Advanced History and Appreciation. 4 hours.  
 See also schedule requirements on page 25.

The student must have an adequate knowledge of the construction of the pipe organ and must have had experience in church or chapel service playing.

#### Pipe Organ Diploma Examination

1. Technic as stated above.
2. Unmemorized Repertoire—Two preludes and fugues of Bach; one complete sonata; one movement of a sonata or equivalent, to be prepared without assistance or instruction; two standard compositions.
3. Memorized Repertoire—Two standard compositions.
4. Sight Playing as stated above.

#### COURSE OF STUDY FOR DIPLOMA IN PUBLIC SCHOOL MUSIC

Prerequisites: The possession of a fair voice; Music 11, 12, or its equivalent.

First Year		Second Year	
Music 13, 14	6 hours	Music 23, 24	6 hours
Music 15, 16	6 hours	Music 25, 26	4 hours
Music 17, 18	4 hours	Music 27, 28	4 hours
Music 21, 22	2 hours	Glee Club or Chorus	1 hour
Glee Club or Chorus	1 hour	Piano or Voice	2 hours
Piano or Voice	2 hours	Education 11, 12	6 hours
English 1, 2	6 hours	Psychology 21; 22	6 hours
Library Methods	1 hour	Physical Education 15, 16	1 hour
Elective	3 hours	Physical Education 21, 22	1 hour
Physical Education	2 hours		

Attainments: Voice, completion of first year college course or its equivalent; Piano, completion of Grade III and ability to play at sight moderately difficult accompaniments.

Applicants for this diploma are required to meet the same quality credit requirements as the applicants for the General Diploma (see page 25).

#### COURSE OF STUDY FOR DIPLOMA IN VIOLIN

Scales—diatonic, major, and minor (M. M. 120); three octaves; arpeggios; three octaves, major and minor; dominant and diminished sevenths; double stopping in all keys; thirds, sixths, octaves, etc.

Etudes and Caprices of Dont (gradus), Gavinié, Rovelli, Paganini, etc., with supplementary studies of Sitt, Schradieck, Sevcik, etc.

Violin Compositions—Fifteen works, memorized, from classic, romantic, and modern schools; one complete concerto—Bruch, Mendelssohn, Wieniawski, Mozart, Paganini, etc.; one complete sonata—Corelli, Handel, Tartini, Bach, etc.; and standard concert numbers, such as Polonaise, E Minor, Wieniawski, Ziguenerweisen by Sarasate, etc.

**Sight Reading**—Selected compositions of a reasonable degree of difficulty.

**Music 21, 22. Advanced Theory and Ear Training.** 2 hours.

**Music 23, 24. Advanced Harmony.** 6 hours.

**Music 25, 26. Advanced History and Appreciation.** 4 hours.

See also schedule requirements on page 25.

The candidate must have attended orchestra and ensemble rehearsals for at least two sessions, and must be able to play on the piano accompaniments to more difficult solos.

The candidate for graduation in Violin must have finished the fourth grade in Piano.

#### Violin Diploma Examination

All scales, memorized, as outlined above; selections from various studies and caprices; two movements from a Bach sonata; one complete concerto; one complete sonata; ten compositions of concert grade, all by memory.

#### COURSE OF STUDY FOR DIPLOMA IN VOICE

**Technic**—Careful development of breath support and diaphragmatic control and building, as nearly as possible perfect production of single tone throughout entire range and with all vowels.

Major and Minor Scales, Major and Minor Arpeggios, crescendo and diminuendo; legato and staccato singing, diction, accuracy and purity of vowel intonation, and study of consonants and their important place.

With a greater degree of facility than required for certificate end (in addition) chromatic scales, exercises in seconds, triplets, fourths, and trills if suitable for voice of candidate.

**Vocalises**—A working knowledge of the standard vocalises for various voices and a careful study of four not studied for certificate, two suggested by the master and two selected by the student.

**Repertoire**—At least twenty songs memorized from the various schools—English, Italian, French, etc.; two operatic arias and two complete roles from the standard oratorios other than those studied for certificate.

**Sight Playing**—The candidate must be able to sing at sight a part of a hymn, any moderately difficult song, and be able to play hymns and accompaniments to more advanced songs on the piano.

The candidate for graduation in Voice must have finished the fourth grade in Piano.

**Music 21, 22. Advanced Theory and Ear Training.** 2 hours.

**Music 23, 24. Advanced Harmony.** 6 hours.

**Music 25, 26. Advanced History and Appreciation.** 4 hours.

See also schedule requirements on page 25.

#### Voice Diploma Examination

1. All Technic as stated above.

2. Unmemorized—Six studies from the standard vocalises.

3. Memorized—Four songs prepared without assistance from the master; two operatic arias; two arias from the oratorios; ten songs from the various schools.

The candidate must be prepared to give, in capable manner, a comprehensive recital of classics, old and new, and must be able to sing in at least one foreign language other than Italian.

## DESCRIPTION OF COURSES

### Glee Club

Two hours a week.

First semester, second semester.

Credit, one semester hour.

### Orchestra

One hour a week.

First semester, second semester.

Credit, one semester hour.

**NOTE**—Academic credit in music, except in History and Appreciation of Music is allowed only when courses in musical science and in applied music (in piano, organ, violin, voice) are taken in conjunction.

**Piano**—Individual lessons adapted to advancement of student.

Two half-hour lessons a week; practice, nine hours a week.

First semester, second semester.

Credit, two semester hours.

**Pipe Organ**—Individual lessons adapted to advancement of student.

Two half-hour lessons a week; practice, nine hours a week.

First semester, second semester.

Credit, two semester hours.

**Violin**—Individual lessons adapted to advancement of student.

Two half-hour lessons a week; practice, nine hours a week.

First semester, second semester.

Credit, two semester hours.

**Voice**—Individual lessons adapted to advancement of student.

Two half-hour lessons a week; practice, six hours a week.

First semester, second semester.

Credit, two semester hours.

**11, 12. Theory and Ear Training.** The rudiments of music: notation, terminology, scale formation, intervals, chords and rhythm, studied theoretically in close correlation with exercises in ear training, sight playing and dictation.

Three hours a week.

First semester, second semester.

Credit, four semester hours.

**13, 14. Harmony.** Review of scales, intervals and chord formation; study of chord progression employing triads and their inversions, seventh and ninth chords; harmonization in four voices of melodies and of figured and unfigured basses; original work; keyboard harmony.

Prerequisite: Music 11, 12.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**15, 16. History and Appreciation of Music.** A general survey of the development of music from the earliest times to the present day. Music prior to the seventeenth century is studied as background for a fuller consideration of the epoch of instrumental polyphony, the Classic and Romantic periods, and the Modern era. Text, reference reading, lectures, critical and creative listening to many illustrations on the Victrola and Duo-Art reproducing piano.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**17, 18. Public School Music in Grade School.** Methods and material used in kindergarten and Grades I-VI. Study of child development as basis for consideration of methods presented in the Progressive, Universal, Music Education and Hollis Dann Series.



Observation and practice teaching.

Prerequisite: Music 11, 12.

Required collateral study: Music 13, 14, Music 15, 16.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

**19, 20. Methods of Teaching Applied Music.** In piano the course includes exposition and demonstration of the principles employed in teaching from the elementary to the advanced grades including notation, rhythm, technic, tone production, relaxation, positions, pedaling, interpretation, expression, etc.; guidance of various types of pupils; class piano lessons; teaching material of all grades; how to build up a class; co-ordination of eye, ear and finger, etc.

In violin the material will cover methods of teaching tone production, phrasing, intonation and other essential points in violin pedagogy and will include a discussion and demonstration of the material used in the certificate courses as outlined on page 73.

In voice the student will be required to have a working knowledge of a large variety of the standard recognized vocalises for all voices. In addition to work personally studied, she must have familiarity and a working knowledge of the standard classics of the different schools of sufficient variety to cope with various types of voices. The candidate must be able to demonstrate definitely the principles studied with sufficient pedagogy directly applied through simile to cope with the wide range of problems presented to all vocal teachers and be prepared to give demonstration lessons with beginners and advanced students.

Two hours a week, lecture and observation.

First semester, second semester.

Credit, two semester hours.

**21, 22. Advanced Theory and Ear Training.** Advanced work in ear training, sight singing and dictation, including study of chromatic tones, modulation, and complex rhythmic patterns; sight singing exercises and songs in three parts.

Prerequisite: Music 11, 12.

Two hours a week.

First semester, second semester.

Credit, two semester hours.

**23, 24. Advanced Harmony.** Harmonization involving further study of chord material, non-chord tones, modulation; harmonic analysis and original composition; keyboard harmony.

Prerequisites: Music 11, 12; Music 13, 14. Should be preceded or accompanied by Music 21, 22.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**25, 26. Advanced History and Appreciation of Music.** A critical and appreciative study of various types of music: opera, oratorio, symphonic and chamber music, the repertory for solo instruments and voice. Particular attention is given to works of the nineteenth and twentieth centuries. Copious illustrations on Victrola and Duo-Art reproducing piano; study of programs of visiting artists; reference reading and reports.

Prerequisite: Music 15, 16.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

**27, 28. Methods in Junior and Senior High School.** Special topics considered: the adolescent period, care of voice, management of chorus and glee club; the teaching of theory, history and appreciation of music. Chorus conducting and practice teaching.

Prerequisites: Music 11, 12; Music 13, 14; Music 15, 16; Music 17, 18.

Required collateral: Music 21, 22; Music 23, 24.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

## GENERAL STATEMENTS

### EQUIPMENT

Handsome, well-equipped buildings and beautifully planned grounds.

Sterilized, filtered water runs ice-cooled to hygienic drinking fountains on every floor.

Light, airy dining halls, and scientifically equipped kitchen and bakery.

Gymnasium, with shower baths and swimming pool, free to all students.

Separate dormitories for College and High School students.

The Star Entertainment course offering unusual advantages in lectures, musical recitals, concerts.

Every provision against fire—regular fire-drills, fire escapes, fire extinguishers, fire hose—though there is no fire in the buildings except in kitchen and bakery.

A modern infirmary in the main building maintained under professional supervision. Pupils who are too ill to meet school appointments are cared for here instead of in their bedrooms.

Each residence hall in the charge of a hostess who is always accessible for counsel, and who devotes her entire time to the training of the girls of her household in such questions as appropriateness and simplicity in dress, neatness and order in the bedrooms. In a word, these hostesses undertake to perform the office of the refined mother in a Christian home.

With the exception of a few single rooms, each bedroom is for two girls, and is furnished with single beds, separate closets, and other usual comforts.

### RELATIONS WITH PARENTS AND STUDENTS

Parents who register students thereby accept the conditions in this catalog.

Parents are requested not to send to the students boxes containing food other than fresh fruit and a limited amount of candy.

Parents may not give permissions that conflict with the rules of the school.

Lengthy visits of parents or other members of students' families are discouraged.

Testimonials of character and health must accompany or follow each new pupil's application for admission.

A student who is found to be out of sympathy with the spirit and ideals of the school may be asked to withdraw, even though she may not have broken any formal rules.

Boarding students are under school regulations from the moment of their arrival in Nashville until their departure from the city. Parents should not, without conferring with the school, grant social or other permissions in the city before the student enters or after she leaves school.

Parents are requested not to permit their daughters to bring to the school expensive jewelry or heirlooms of any kind. Neither should they be permitted to bring expensive wearing apparel. The school is not responsible for loss or theft.

All permissions of parents or guardians should be written and addressed to the management, and are subject to the approval of the management. Even during the visits of parents, pupils are still subject to the rules of the school.

The school bank, with its system of pass books, deposit slips, checks, and monthly balance reports, not only cares for the spending money of students, but teaches them how to keep a bank account, draw checks, and conduct their own financial affairs. We are not responsible for money or valuables not deposited in the school bank.

Ward-Belmont does not lend money to students. Drafts made by students are honored by us only in cases of emergency or upon the written request from parents or guardians.

Students should bring sufficient funds with them to care for buying books and other school supplies. This money should be deposited in the student bank until needed. No charge purchases are permitted in the bookroom.

Parents and guardians are expected to cooperate with the school in securing full and regular attendance, especially at the beginning and end of the school year and just before and just after the Christmas holidays. Much educational value attaches to the commencement season, and no student should miss any part of it. All students have obligations to the end of the session. Those who leave earlier, or who do not keep appointments throughout the closing days, will thus fail to earn full credit for the work of the last quarter.

Visitors are received in the central parlors, not in residence halls.

Men callers are received by written permission from parents addressed to the school.

Sunday visiting is discouraged.

Victrolas are not permitted in the dormitories.

Borrowing and lending except by special permission is prohibited.

Adequate compensation must be made for any defacement of school property.

Every boarding pupil is required to have for day wear at least one pair of shoes of the following approved list: Socket Fit, Cantilever (Y. W. C. A. best), Orpic, Pediform, Full Plastic, Nature Tread, Liberty Tread, Moccasin Tread.

Neatness and order are expected of all students in the care of their rooms.

Chafing dishes and electrical appliances will not be allowed in the students' rooms. Rooms are provided for this purpose.

Discipline in Ward-Belmont is simplified by a modified form of student government, properly safeguarded by faculty supervision and cooperation.

The privilege of walking unchaperoned within certain prescribed limits beyond the campus is granted our pupils under definite restrictions.

Except when they are in the Nashville homes of near relatives, pupils from a distance are required to board in the school.

No Ward-Belmont student may sell or give articles of clothing to the servants without the knowledge and consent of her hostess.

Boarding students are not permitted to open charge accounts with Nashville merchants except on written request filed by the parent with the Dean of Residence.

Any student who leaves the campus without permission, or who smokes, or who attends a dance in Nashville or who cheats in examination renders herself liable to summary dismissal.

Boarding pupils are not allowed to visit in the city except with the approval of parents and the school management. Permission is not granted to spend the night in the city, except with parents or in the home of near relatives. Such permission will not be granted more frequently than one week-end in a month.

The school reserves the right to withdraw any class for which there are not as many as six applicants.

A tutor is provided at moderate cost for students who need coaching to enable them to keep up with their classes.

School work missed just before or after the Christmas holidays must be made up at the student's expense.

School work missed because of absence must be made up to the teacher's satisfaction; otherwise credit cannot be given for the course. Ordinarily a tutor can be provided at \$1 to \$1.50 per hour. Semester examinations not taken at the appointed time must be taken later, and a charge of \$2 each will be made.

## CHARGES AND TERMS

### EXPENSES AT WARD-BELMONT, NASHVILLE, TENNESSEE

The school year consists of one term of thirty-six weeks, beginning the third Wednesday in September and ending the first Wednesday in June, with a Christmas vacation\* of approximately two weeks. The charges here named are for the whole school year, and are due and payable on the opening day of school, but for the convenience of patrons payment may be made in two installments—in September and January, respectively, as stipulated below, and are subject to sight draft after these dates.

An advance registration fee of \$25.00 should be forwarded with the application, which amount will be credited as a prepayment on the school account. It is not subject to return, unless the applicant is rejected.

Board, room with bath on hall, tuition in two or more subjects in the Literary Department (including Latin, French, German, Spanish), Physical Training, Athletics, Swimming, use of Library, †Star Entertainment Course, use of house linen (see page 14); Laundry, within liberal, but specified limits; ‡Infirmary; two girls in a room, each occupant.....\$1000.00  
of which \$650.00 is required on entrance, balance January 1st.

Board, etc., as above, in rooms in suites of two, with connecting bath, two girls in a room, each occupant.....\$1100.00  
of which \$725.00 is required on entrance, balance January 1st.

Single rooms in suites of two, with connecting bath, one girl in a room, are available each at \$1100.00 for board and literary tuition, of which \$725 is required on entrance, balance January 1st.

A few single rooms, with bath on hall, are available at \$1000.00.

Students who take work in three or more extras (the equivalent of at least three units or eighteen semester hours credit), and cannot find time in addition for more than one required literary subject, will be credited with \$150.00 on either of the above-mentioned sums for "board, etc."

Teachers giving full time to teaching and clergymen in active ministerial work will be allowed a professional discount on the regular course and on extras if taken with the regular course.

Each of the above-named fees for board and tuition includes Physical Training, so necessary to health, use of Library, and the modern languages—French, German, and Spanish—all of which, in many schools, are charged for as "extras." Swimming is also included without extra cost. It is the policy of Ward-Belmont to include in the regular charge abundant provision for health in Physical Culture, every literary requirement for graduation, and the essentials for a broad culture. It is thus evident to one considering these features and the liberal additions made to buildings, equipment, and faculty during the last few

\*The school buildings will be closed during the Christmas vacation, but provision will be made for the board and care of students during this period at \$25 a week.

†In addition to the several really great concerts and lectures which may be heard in Nashville during the year, Ward-Belmont will present to its students during the session, ten or more entertainments brought to Nashville at a cost of \$6,000 or more, embracing some of the best in Music, Art, Expression, and Literature.

‡Includes simple medicines and nurse's attention (except when a special attendant is necessary).

years that the charge for boarding students is remarkably reasonable. The charges listed below under "Extras" are made for those who wish to specialize in the subjects named or to supplement their work along those lines.

# ADDITIONAL STUDIES TUITION (If Taken)—

## CHARGES PER SCHOLASTIC YEAR

Of which three-fifths is required on entrance, balance January 1st, except as noted.

Piano, individual lessons, two per week.....	\$150.00
Piano, individual lessons, beginner's grade, with special teacher.....	125.00
Piano, individual lessons, two per week, with Mr. Goodman.....	325.00
Voice, individual lessons, two per week.....	175.00
Voice, individual lessons, two per week, with Mr. Humphrey.....	250.00
Piano practice, one and a half hours per day (each additional hour, \$10)	20.00
Violin, individual lessons, two per week, with Mr. Rose.....	250.00
Violin, practice room, one hour per day.....	10.00
Pipe Organ, two lessons per week, with Director.....	250.00
Practice on Practice Organ, one hour per day, per session.....	35.00
Practice on Large Organ, one-half hour per day, per session.....	60.00
Theory, high school course .....	25.00
Musical Appreciation, high school course.....	35.00
Musical Science, any college course, in class.....	35.00
Harmony, individual lessons, two per week.....	100.00
Sight Playing, in class .....	25.00
Art (year course) .....	100.00
Art 11, 12 (when taken as double course).....	150.00
Costume Design (required of Home Economics and Dancing students).	50.00
Arts and Crafts .....	50.00
Italian and Greek, in classes of six or more, each.....	60.00
Expression, high school course or Expression 1, 2.....	100.00
Expression 11, 12 or 21, 22.....	125.00
Shorthand and Typewriting .....	140.00
Bookkeeping or Accounting .....	60.00
Playground Supervision (Phys. Ed. 13, 14).....	30.00
Physical Education Diploma Course, each year.....	100.00
Dancing Certificate or Diploma Course, each year.....	150.00
Riding Certificate Course .....	150.00
Riding Ticket, thirty rides or fifteen lessons—payable when ticket is issued	60.00
Aesthetic Dancing—class, 30 lessons (Phys. Ed. 11-A, 31-A, 31-C).....	35.00
Aesthetic Dancing—private, 30 lessons.....	90.00
Aesthetic Dancing—private, 60 lessons.....	180.00
Character Dancing—class, 30 lessons (Phys. Ed. 11-F, 31-F).....	35.00
Nature and Interpretive Dancing—class, 30 lessons (Phys. Ed. 11-E, 31-E) .....	35.00
Toe Dancing—class, 30 lessons (Phys. Ed. 11-B, 31-B, 31-D).....	35.00
Ball Room Dancing—class, 15 lessons (Phys. Ed. 11-D), payable in advance .....	15.00

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Tap Dancing—class, 30 lessons (Phys. Ed. 11-C, 31-G), payable in advance .....	\$ 30.00
Children's Dancing—class, 30 lessons.....	30.00
Children's Dancing—private, 6 lessons, payable in advance.....	15.00

NOTE—All private lessons in dancing are charged at the rate of \$6.00 an hour. The private lessons as listed above are half-hour lessons.

## Laboratory fee (payable on entrance):

For students of Chemistry, Biology, Physiology.....	15.00
Food and Nutrition, any course.....	30.00
Textiles and Clothing, any course.....	25.00
(Extra charge for unnecessary breakage or wastefulness.)	
Diploma fee .....	15.00
Certificate fee .....	10.00

Students enter for the entire school year or such part of school year unexpired at time of entrance. No reduction will be made for time lost during the first four or last six weeks of the school term.

By reason of the fact that contracts with instructors, and others are made by the school for the entire school year in advance, no reduction of any tuition fees will be made on account of dismissal, withdrawal or other absence. However, in cases of protracted illness of the student that may result in temporary absence or withdrawal, the school will share equally with the patron the board and miscellaneous expense on the basis of \$25.00 per week except that no allowance will be made on the first four weeks of such enforced absences.

WARD-BELMONT SCHOOL.

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